



SEMPER FLOREAT

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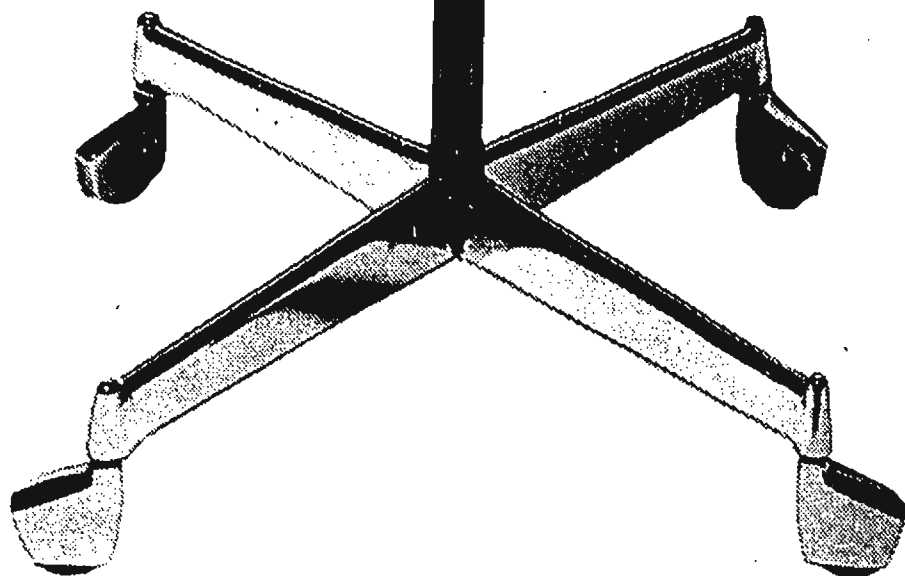
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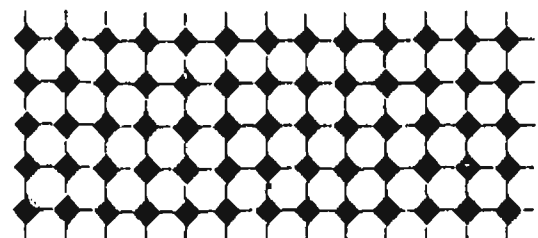
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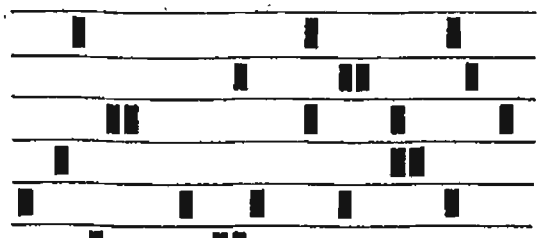
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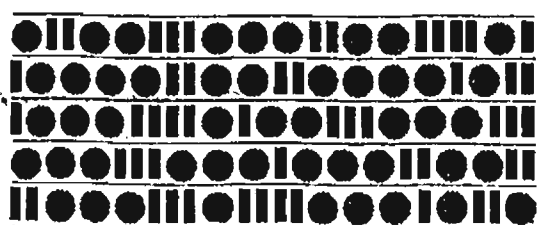
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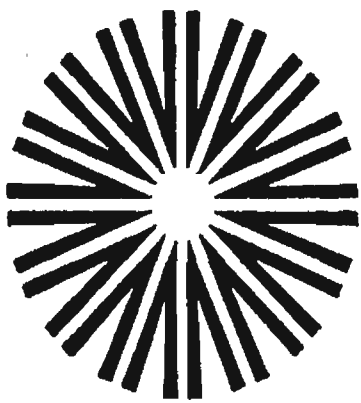
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MORATORIUM FALLACIES AND INSTANT SOCIOLOGY



by Ralph and Gay Summy,
Neil and Merle Thornton.

Well, what did the moratorium do? John Western and Paul Wilson (in their article Australian 5.6.70) claim to have found the answer. The moratorium campaign showed "complete inability to change even one person's views on conscription or the Vietnam war". This is a bold, premature and misguided claim.

Their evidence? A sample social survey they conducted in Brisbane on days two and three of the moratorium. Once again political science academics put the weight of their professional expertise behind excessive claims about what has been discovered by asking people what their beliefs and attitudes are. Of course it is very interesting to know what people think they believe and feel. And we are greatly helped towards this knowledge by counting how many say they believe or feel this or that in a sample survey. But let us not be too dazzled. Quantification is, in general, only helpful while we remember very clearly what is being quantified.

Dr. Western and Mr. Wilson are experts at asking other people questions. Let us now put a few questions to them: (1) No one said (when asked during the final two days of the moratorium but after its zenith) that his position on the National Service Act or the Vietnam war had been changed by the campaign; from this fact does it follow that the campaign was completely unable to change even one person's views concerning the Act or the war? (2) Presumably a survey conducted at that time could take account only of immediate shifts of opinion and attitude? (3) If there are any effects one way or the other of the moratorium campaign, is it not likely that these will take some time to be felt? (4) Where change occurs in such deep-seated beliefs, is it not likely to occur first among opinion leaders and only later to percolate to the general public?

A subheading of Western and Wilson's article is "Did it (the moratorium) change anyone's mind? Their answer? These are not their words, but they say, in effect: "No. Not one person said his mind was changed by the moratorium, so no one's mind was in fact changed." Surely this is naive.

If the result they got is the sort of result that Western and Wilson think shows people's opinions have not been changed by the campaign, what sort of result would they take to show that opinions had been changed? Of course we can imagine a situation in which 20% of the questionnaire persons felt able to reply: "Yes, the protest has completely changed my views. Last Thursday I supported the war; now I oppose it." Admittedly, this imaginary result would be good evidence of a gross shift in public opinion. It would also have been a quite astounding result. Surely we are not really to conclude that Western and Wilson thought this sort of result was a genuine possibility. What can they have thought that moratorium participants (like ourselves) in hoping to make some impact on public opinion, or moratorium opponents (like Mr. Gorton) in 'fearing' such an impact, hoped or feared? Surely not the impossible, namely a rash of sudden conversions? That would be to lose all sight of political realities, as political scientists would know.

The contrast between the actual result (in which no one said his position had been changed by the campaign) and a result like the imaginary one (in which 20% of people said the campaign had caused them to change sides on the key issues) is too stark to take account of the way people's opinions actually do change, exceptions aside. Sudden conversion from a position involving one's deep-seated views to an opposed position is unusual. It is a limiting case, not a standard case, of change of opinion. Very many people in this country have changed their views about Vietnam in the last few years. (Can you imagine over 150,000 Australians all out at one time protesting about the war—three years ago?) But few people have undergone sudden and dramatic conversions. What has happened is that their opinions have gradually, and with some changes of pace, shifted.

Consider another human characteristic. People are often unprepared to admit a change of stance on a deep moral or political question. There is often a temptation to claim that what they now feel was felt by them all along. Another Western and Wilson figure can be looked at in this context. Seventeen percent of people said the march had made them more certain of their own views (unspecified but presumably anti-war in the main). This might well have some significance for assessing change of opinion.

Then again, in a sample survey each person's opinion counts one. But the same is not true for each person's opinion in its influence on others. To change the opinion of an opinion leader is more important, as every activist knows (sorry, no survey of activists to back this claim). For after a lag, others may follow an opinion leader. But opinion leaders are not so likely to be among the large numbers the Western-Wilson survey shows were not taking much notice of the moratorium?

Western and Wilson venture a guess, unsupported by their survey, that the moratorium might well have raised the morale of the "anti-Vietnam

war supporters" (curious expression), perhaps some quantitative work on this might be undertaken. Some of us found the moratorium, considered as a euphoric, a mixed blessing, as we had expected. We knew in advance that we would face personally many painful new incidents reminding us of the apathy of so many people, including friends, to this war in which our own country is fighting on the side of the oppressors. Western and Wilson were surprised when they discovered what a large proportion of people (half) had not thought a lot about either the war or the National Service Act. Activists who have been trying to make them think are not surprised (no figures).

The W-W article purports to be an assessment of the political efficacy of the moratorium, to tell us the answer to the question, "Well, what did the moratorium do? The strongly implied answer is: "Very little but cheer up the opponents of the war". But the fact is the whole frame of the W-W enquiry is inappropriate to an assessment of the political efficacy of the moratorium.

This is so, because the survey is based on some erroneous presuppositions about how protest politics, in particular, and pluralist democracy, in general, operate. It is assumed uncritically that the purpose of the protest was to have an immediate effect on the general public, and secondly that public policy is determined by what the general public thinks. Since the survey results indicate that opinions were not instantly transformed by the demonstrations, the conclusion is taken to follow that the moratorium organisers were engaged in an exercise of futility and that Mr. Snedden and Co. had no cause for alarm.

Unfortunately for the political quantifiers, protest politics is much more complicated than this. In the first place, the campaign was not unrealistically aimed at the immediate conversion of the public. One of its possible objectives might have been to activate on its behalf third parties with better access to the decision-making arena. Thus a more meaningful survey might have queried the reactions of potential third parties—not only those possibly acting for the protesters, but those which might possibly act against them. However, such a study introduces too much subjective selectivity for those who like to keep their methodology objectively tidy.

On an impressionistic basis, though, it would appear that the organisers were very successful in influencing at least one third party, the ALP, and reluctantly dragging along its more moderate wing. In fact, the organisers were so successful in obtaining ALP endorsement that the campaign has been criticised by some of its followers for being taken over by the ALP. Query:—what influence did the moratorium have on the ALP (and other third parties), and how might this affect future Australian foreign policy?

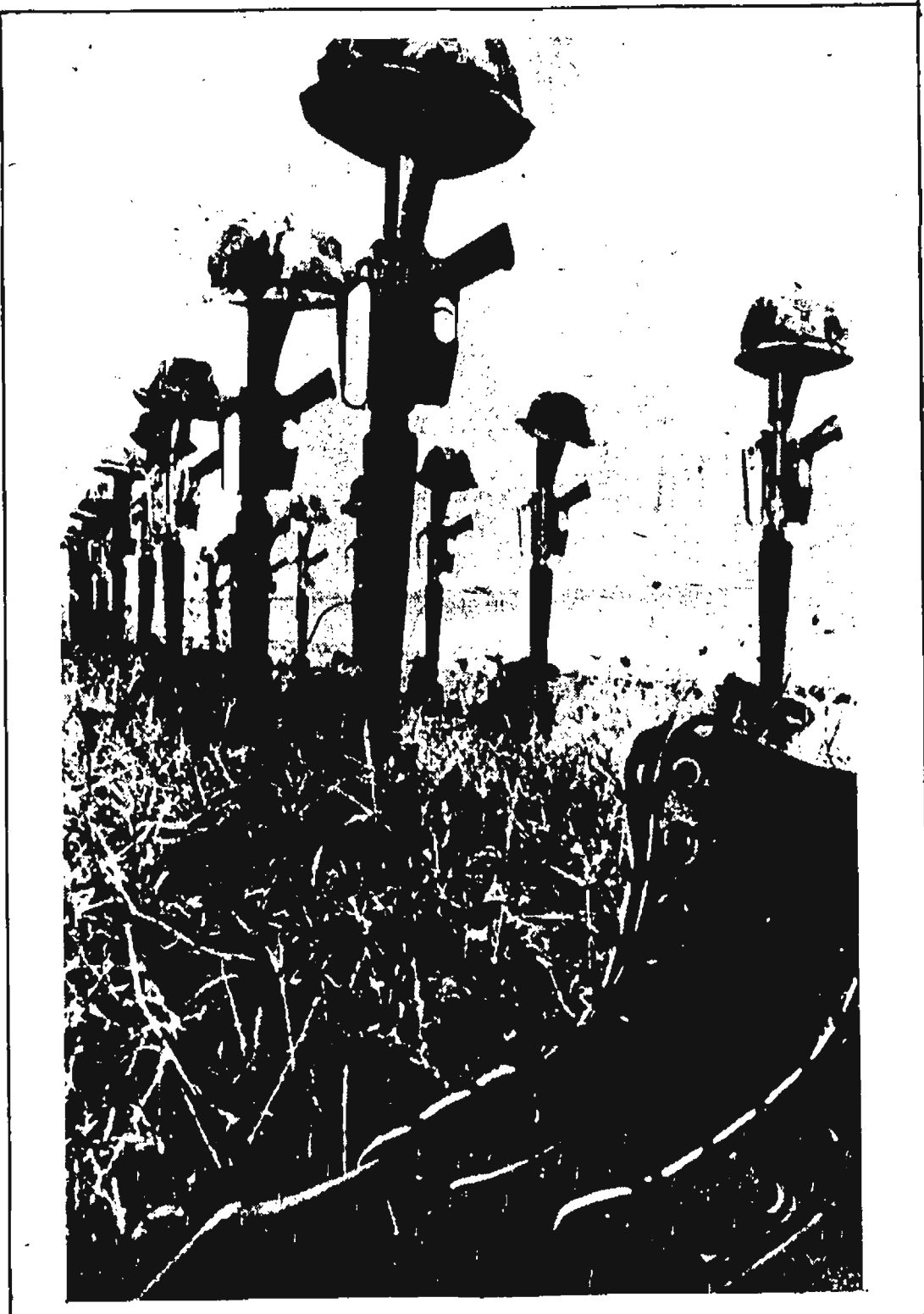
Another objective of the moratorium organisers—one might presume—consisted of 'politicising' the persons who made a physical commitment against the war. By confronting authority in the streets in a spirit of comradeship with other protesters, the political consciousness of many of the individual participants no doubt was raised—a factor possibly generating overlap effects i.e. carrying over to a wide range of other issues and even stimulating an ideological analysis of the war and these other issues. Query: what effect did the moratorium have on the participants, and how will this be converted into future political activity? No one can ascertain by social survey, so this important question remains suspended, yet it should be asked.

Neither can we isolate and measure the long term cultural effects of the moratorium. Query: will it help to overcome the soporific conformity that afflicts this country? Will its influence spill into other viable outlets like the theatre, poetry, cinema etc where new or modified values and attitudes of the Australian society will be shaped?

These and many other questions must be answered in order "to determine", in the words of your politicometricians, "whether, in fact, the Government's fears were justified and, more generally, to try to understand something about the effects of the moratorium on the general public."

Finally, the socially irresponsible and pernicious effects of the W-W survey must be considered. Their conclusions reify the existing political system and its policies. In the U.S., political scientists, relying on so-called objective survey results, were unprepared for the political chaos that erupted on their doorstep. Thus, decision makers were confirmed in their smugness by 'experts' who assured them that no great tensions existed in the political system. Expecting to be able to act with impunity, the leadership pursued policies that have exacerbated tensions so as to lead to the present crisis.

Perhaps this is what Denis Altman had in mind when he wrote: "Behavioural research occupies the same relation to life as pornography does to sex—explicit as to its appearance and silent as to its reality." (Arena, no. 21, p. 12).



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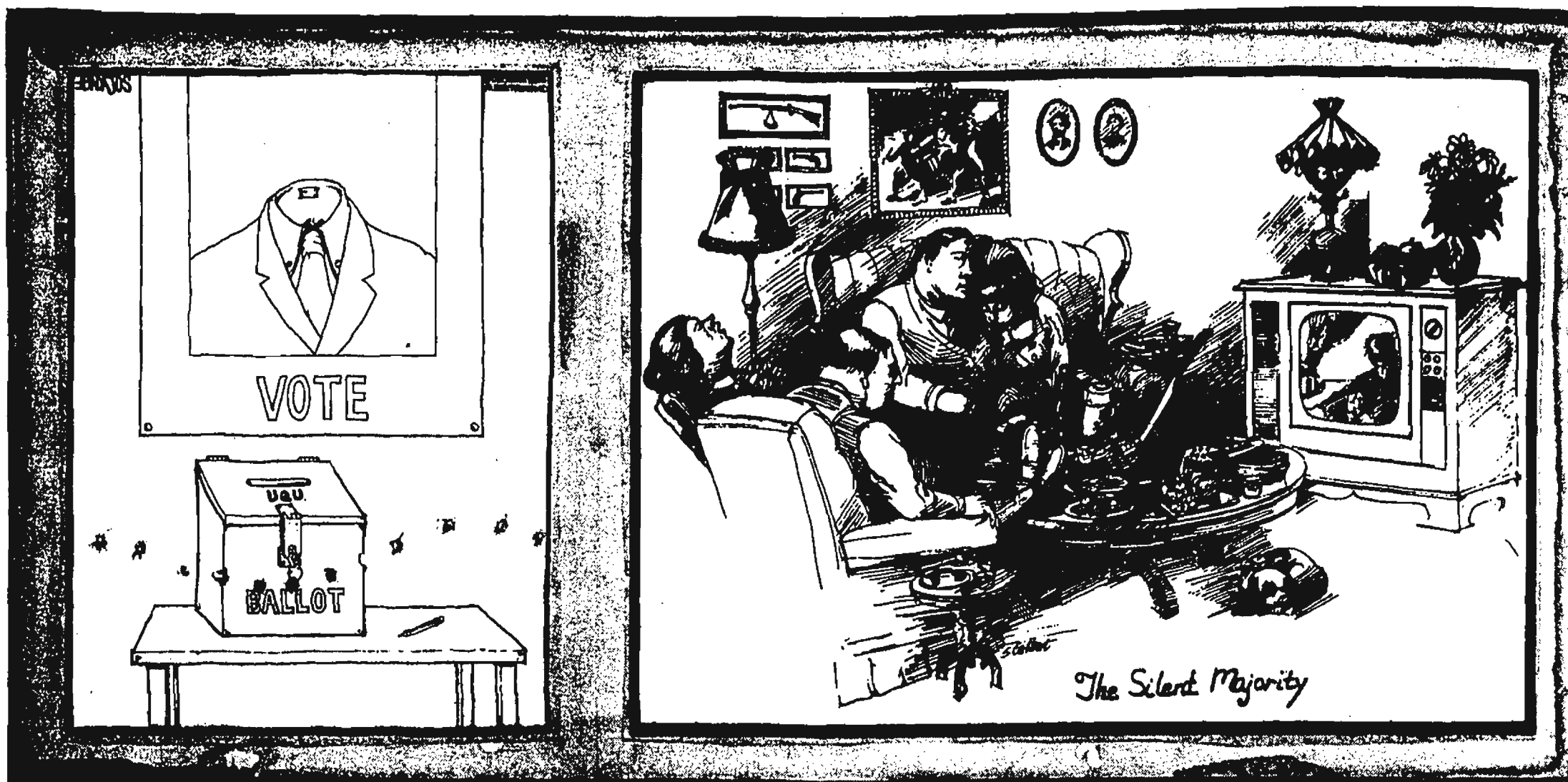
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Introduction

This article relates to the possibilities of the application of a strategy by the left on this campus in regard to the forthcoming student elections. A group of people wish to run counter-elections to the union's, in order to dramatise the need for a fundamental re-orientation in structures in this university, and also to demonstrate the complete inability of the union to face these problems in a way that will involve a large number of students. As such it is a severely limited document since its prime orientation is one of power, rather than being directed towards the complex problem of total intellectual, moral, and methodological critique of the present disciplines within the university. It should be seen within the context of the coming distribution of a book, that includes discussion of these areas, called 'Up the Right Channels!' which in consideration of the present ossified educational process in this university has been aptly called "a bombshell disguised as a book".

We would like to discuss an alternative educational view of the function of the university, the traditional left-wing strategy for dual power, and an attempt to provide the machinery for the implementation of a full democratic restructuring of the whole institution.

Educational Issues

We do not wish to reiterate much of the theoretical presuppositions of radical notions of education — it has been delineated ad nauseam in other articles. But simply, let it be clear that any notion of an educational institution, which is concerned with the free flow of ideas, between people who have a wide variety of emotional and intellectual resources, must reject the present structural relationships of the university which rely on the irrational divisions between the neatly scaled castes of the present academic-administrative hierarchy. It is not clear that knowledge, experience and intelligence can be compartmentalized into certain sealed repositories like "staff" or "professors". Assuming the rationality of each individual, it is manifest that the only way the greatest number of people can benefit from mutual interchange of ideas is in a system where people stand on their individual creativity, imagination, experience and finally the amount of relevant data at the hands of certain individuals.

If we are to decide on the priorities of education, and the immediate social problems that we believe the society must face in the next decades, then we must ensure institutional relations that allow the maximum dialectic in debate and the maximum "accumulation" of knowledge.

People are rational enough to respect the superior abilities of a professor or lecturer (if he or she has them) and mould their courses and assessments on the basis of a number of factors including such expertise.

Finally it is clear that accumulating "knowledge" is not the only interest of the student. Knowledge must be redefined to incorporate a whole range of personal and emotional experiences interpreted by various conceptual tools. These experiences are expanded and elucidated in an educational environment in which people are treated as existentially equal, with their own moral and emotional autonomy which is valuable for its very existence, irrespective of a limited ability to articulate and conceptualize it in normal academic terms. This must be the final rationale for structuring a system of democratically controlled worker and student councils in this university and in the outside community.

Dual Power

The notion of building dual power in social institutions goes far back into the history of left revolutionary movements. Dual power was built in 1917, before the Bolsheviks and Stalin destroyed its full embodiment in Russian society. It was revived in Italy in the period around the 1920's when Gramsci and his organization built it in the Turin factories, and again in the anarchist-trotskyist revolution in Spain during the civil war.

The essence of the strategy for dual power is to destroy the old society by making it so pregnant with new counter structures and culture that the transition from the old to the new is partly just a matter of institutionalizing the alternate power relations in the total perspective of the revolutionary society.

In this institution, a strategy must be employed in which we build up our own dual power. A power that is based on the election of recallable delegates to elected bodies who execute the running of the departments and faculties of the university. A situation of dual power is such that it gives theoretical and practical foundations and the experiences of arranging a new community. It is a revolutionary alternative to the present bureaucratic structures, it depends finally on the initiative, open-mindedness, anti-authoritarianism and enthusiasm of its participants.

The Student's Union

The union is firstly in practice a student's union and as a result represents the arbitrary divisions between the students and non-academic staff — all of whom have a right to make decisions for themselves in relation to the particular problems they face. This is not to suggest that any person within the university will be given special privileges or powers.

We can no longer tolerate as our representatives and leaders in reform those elected by faculty to a council that is conveniently completely removed from the direct educational activities of us, the students, and is so engulfed in its own bureaucratic morass, that it has become nothing more than an inefficient administrative body dealing with the functioning of the refectory etc. If it does make pronouncements on political issues it is usually without the consultation of the interested parties.

The union if it is to have any reformed future must resolve itself into a solely administrative council which allows all groups involved in running its service facilities to participate in any decisions that are made about it. Perhaps at the least this might facilitate the refectory workers and others receiving reasonable wages, and having better conditions. For these are at present obviously far from adequate.

With the union reduced to this administrative role with its complete restructuring to allow the workers to participate in its decision making, the educational, political and social problems that face this university can be dealt with democratically in the dual power situation.

PRACTICAL PROPOSALS : the Council

The following is an attempt to suggest some proposals for the functioning of a system of dual power. The organization we are suggesting will be based on the election of a staff-student-worker council. It must be stressed at the outset however that the council is not intended as a blue-print for any future set-up on this campus. Its purpose more importantly may be seen as an initiating force to change the present faculty-elected and politically unconscious system.

The essence of the proposed council is its lack of stringent structural organisation, its flexibility and its openness.

The base unit is the Department. The trouble with the present union's faculty-based system is that the more immediately urgent problems fail to gain attention. The problem is inherent. How can a faculty representative possibly appreciate or claim to represent problems in say the Russian AND Classics Departments?

A departmentally based system would concern itself with each department's cohesive aspects such as allocation of lecturers, the Honours course, research facilities and grants, course content and assessment. We as members of the department would become intimately involved with its workings and with the practical application of democratic educational theory.

Another aspect of the proposed departmentally based council, illustrating its flexibility as an alternative, is the important power of recall. The elected representatives would be subject to immediate recall from the council by a meeting of the Department. (Size of a quorum will have to be determined).

Every department will have at least one representative to the council with larger departments having a proportionally greater number, working, it has been suggested, on a base of 500. (That would give a total of about 110 delegates in the council). Thus Economics would have 5 representatives to the council, Architecture 3, and Japanese 1, for example.

The council itself is seen more as a co-ordinating body rather than (as its present counterpart) an authoritarian bureaucracy. It would also control finance. As far as possible power is designed to rest with the individuals in the Departments. One important feature of the Council would be its ability to form sub-committees on specific topics utilizing available expertise — such things as distribution of finance and building programmes.

Within each department a committee will exist, composed of elected course representatives. Its power will be executive rather than legislative, executing decisions in relation to courses arrived at by a mass Departmental meeting. The fact that this executive committee will be operative at a Departmental level rather than at a faculty level increases the immediate communication channels available to increase the students power in decision-making.

Finally 2 points are again emphasized:

1. This is not meant as a blue-print; it is hoped to serve more as a basis for change.
2. The spirit of the council is involvement; power lies in the immediate, local levels of activity.

toy parliament counter elections

Harvey Walsh
Jim Prentice

Why this article?

Consider these facts:

- Surveys show that about 85% of male students and 60% of female students have sexual intercourse during their years at uni.
- Almost 100% have sexual experiences of some kind.
- Many students, particularly freshers, have an appalling ignorance of the mechanics of sex, pregnancy and contraception.
- Each year a significant number of girls leave uni or fail exams because of pregnancy. A smaller, but still significant, number of male students fail because of the emotional strain of having a pregnant girlfriend.

Given, then, that a majority of students will have sexual intercourse whilst at university, and that a number of unwanted pregnancies will result, it seems worthwhile to present this article in the hope that at least some of the pregnancies may be avoided.

Where do babies come from?

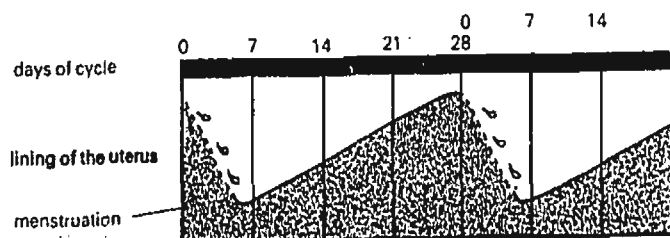
Contrary to belief among some fresherettes, tongue-kissing plays only an incidental part in the production of babies. Storks have nothing whatsoever to do with it. Virgin births are extremely rare. For all practical purposes, the only way a girl becomes pregnant is by making love. Reduced to essentials, what happens is this:

At times of sexual excitement, the male's penis enlarges and hardens, forming an organ around an inch in diameter and 6-8 inches long. The female's vagina relaxes and is lubricated by secretions. This enables the penis to be placed inside the vagina, where it is moved back and forth. After a time—which may vary from half a minute to half an hour—the male reaches orgasm and deposits sperm inside the vagina. The female may or may not reach orgasm, depending upon her degree of sexuality and the man's degree of skill. Whether or not she reaches orgasm makes no difference to her chance of becoming pregnant, although it does affect her enjoyment.

Fertilization does not automatically take place after intercourse. In fact, a girl who has only one act of intercourse has only a 3% chance of it resulting in pregnancy. This is because ova are present on only a few days in each menstrual cycle. However, a girl who has sexual intercourse twice a week without taking contraceptive measures will probably be pregnant within four months.

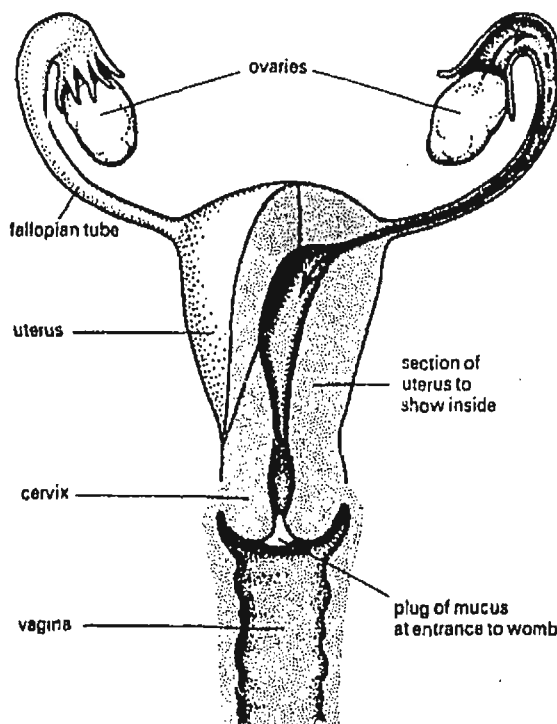
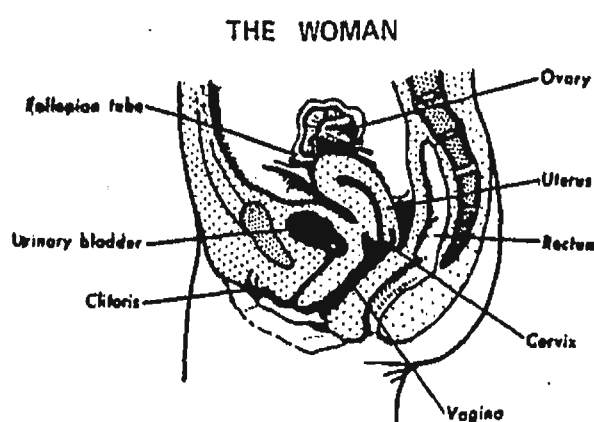
The menstrual cycle

should be considered at this stage, as it has considerable bearing on some methods of contraception. The first day of menstrual flow is considered as "Day 1" of the cycle. Since the last menstruation,

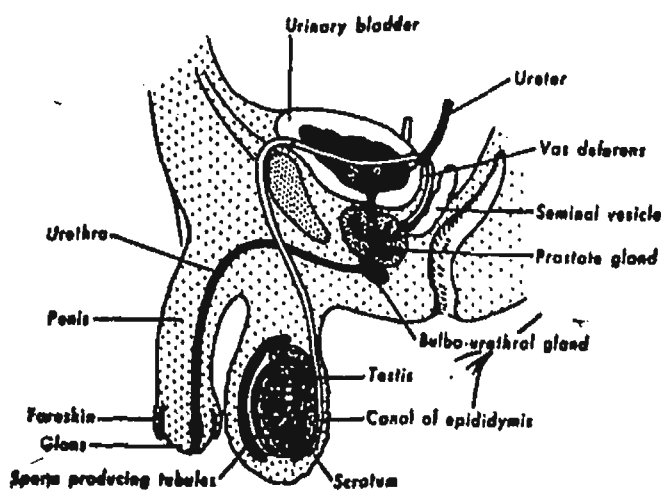


the lining of the uterus has grown to be almost twice as thick as it was when the menstrual flow stopped. This lining is composed of many tiny blood vessels, which are now breaking down, emptying their blood into the uterus and producing the menstrual flow. At the same time, an ovum starts to mature in an ovary. Around the fourteenth day the ovum is mature and is released into the fallopian tube. Here it may meet a sperm and become fertilized. If it does, it continues down the fallopian tube and becomes attached to the lining of the uterus, which by this time has again built itself up. The ovum divides many times and forms a foetus which eventually becomes a baby, whilst the uterus lining forms the placenta through which the foetus obtains nutrition from its mother.

"My mother says that Babies come in Bottles..." *



THE MAN



If the ovum is not fertilized, it dies within 24 hours. It does not attach itself to the uterus, and after a further 14 days the uterus lining sheds again, producing another menstrual flow.

The best contraceptive

is still the word "No!" However, this is often very difficult to put into practice. Considerable pressures can be brought to bear, and it is difficult to remain virginal when many of those around you seem to be thoroughly debauched and enjoying every minute of it. Any unmarried person who decides to have sexual relations—or who even thinks this might take place—should keep in mind his or her responsibility to take adequate contraceptive measures. As can be seen from the table below, the most effective measures are those used by females. The efficiency figures given are expressed in terms of 100 woman-years. Thus, if a method has an efficiency of 75 this means that on an average 75 women would become pregnant during one year in a group of 100 women, all of whom were using this method and having regular sexual intercourse. Obviously, the lower the rating the better the method.

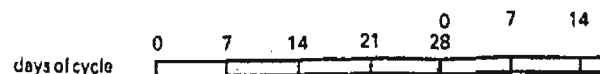
<i>Pregnancy Rates/100 woman-years</i>	
No contraception	60
Coitus interruptus	17
Douche	41
Rhythm method	39
Diaphragm	14
Condom	14
I.U.C.D.	2.5
Oral contraceptives	0.6

Oral contraceptives

These are by far the most effective method of contraception. They contain small quantities of the female hormones progesterone and oestrogen, and work by fooling the body into thinking it is pregnant. This prevents the ovaries from releasing ova, so that fertilization cannot take place.

There are various brands of Pills, containing different proportions of hormones.

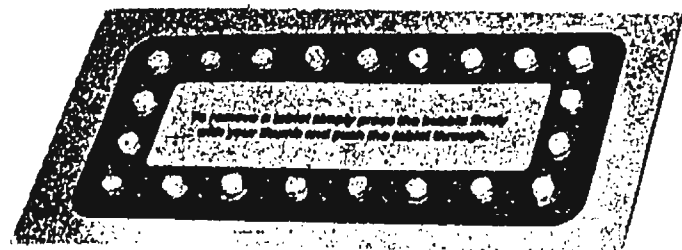
In one type, a small tablet is taken daily for 21 or 22 consecutive days—the 5th to 25th or 26th days of the menstrual cycle. A few days after the final tablet, bleeding starts and another cycle begins.



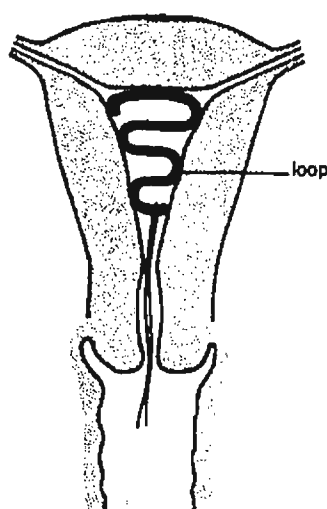
* From "My Name Is Barbara"; Words and Music by Leonard Bernstein; Published by Allan's.

Another type of pill which is becoming very popular requires the girl to take a tablet each day.

The amount of hormones in each tablet varies so as to produce the same effect. Most brands come in packages which make it easy to see whether a day has been missed. To be effective, the manufacturer's instructions should be followed exactly.



There are a number of medical reasons why some women should not take the Pill, and therefore ORAL CONTRACEPTIVES SHOULD ONLY BE TAKEN UNDER THE DIRECTIONS OF A DOCTOR. As well as determining a girl's medical fitness to take orals, the doctor will be able to judge which brand will be most suitable. Side effects of the Pill include weight variation (gain or loss), nausea, tender breasts and variations in the menstrual flow. These side effects usually disappear after a few months. If they remain, report this to your doctor. Another brand may lessen the effects.



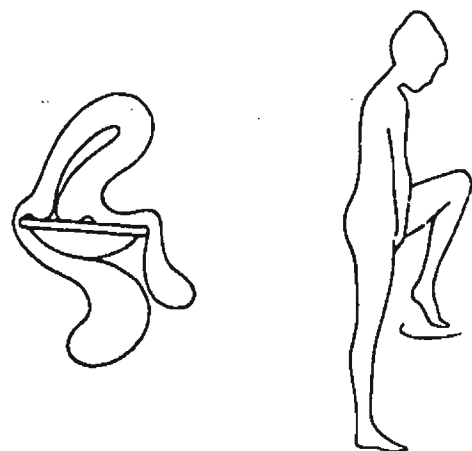
i.u.c.d.

Not another radical action group, these letters stand for Intra-Uterine Contraceptive Device. Hailed as a boon for over-populated under-developed countries, they are small plastic devices which are inserted into the uterus and in some way prevent fertilization and/or implantation. They have to be placed in position by a doctor, and there is a spontaneous expulsion rate of about 15%. To allow the woman to check whether the device is still in place, a thread is left dangling through the cervix, so that it can be felt at the top of the vagina. This keeps the cervix slightly open, allowing some bacteria to enter the uterus and giving rise to some danger of infection. The presence of the IUCD can irritate the uterus, giving rise to cramps and backaches, and heavy bleeding for the first few periods.

Complications usually make this method unsuitable for women who have not had a child.

Diaphragm

This is a rubber bowl with a flexible spring around the outer edge, which fits over the entrance to the uterus. As women come in various shapes and sizes, so diaphragms are available in a number of sizes, and a medical examination is needed to deter-



mine which size is correct for a particular person. As the shape of the vagina may change during sexual intercourse, it is necessary to smear contraceptive cream over the diaphragm before inserting it.

After insertion it is recommended that foam be used immediately before intercourse.

Correct insertion takes a little practise to master, and will be explained by the doctor when you are measured. After use, the diaphragm should be left undisturbed for at least six hours.

Annual checks and a check after pregnancy to determine the correct diaphragm size are recommended.

Condoms

The most widely sold over-the-counter contraceptive device, the condom is a thin rubber sheath which fits over the penis and prevents sperm from escaping into the vagina. When properly used, it is quite effective, but there is a great deal of ignorance as to its proper use. These points should be noted: (1) When drawn on, the teat at the end should be empty of air to prevent sperm from being forced up beside the shaft of the penis. If a teatless condom is used a half-inch overlap should be allowed at the end, empty of penis and air.

(2) The safest method of using a condom is in association with a spermicidal cream, jelly or foam in the vagina.

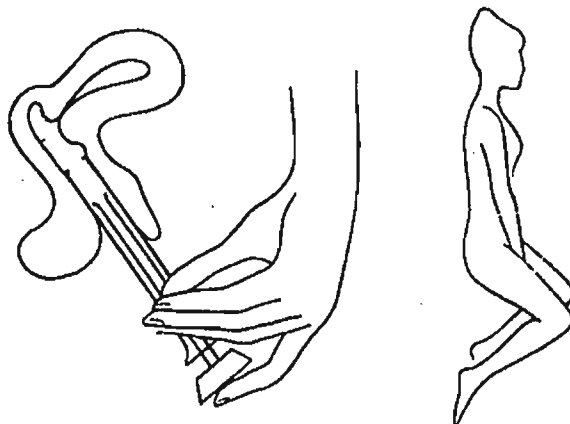
(3) The condom should be well-lubricated externally when there is insufficient vaginal secretion. Vaseline is not really very suitable, as it is not miscible with water and is rather sticky. Better is a spermicidal cream which will kill any sperm which may escape. At a pinch you could use saliva.

(4) After ejaculation the penis should be withdrawn before it becomes completely limp, and whilst withdrawing the male should hold the top of the condom to prevent it slipping off and spilling its contents.

(5) Two condoms do not give twice the security. The friction between them will probably make them both split!

Spermicidal creams and jellies

These are available, together with suitable applicators, without prescription from chemists, and come as creams, jellies, suppositories, foam tablets and aerosols. The active



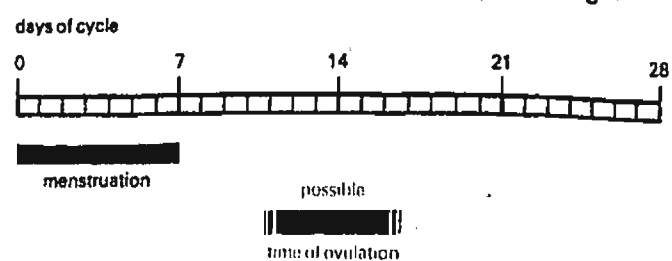
compound is one which is highly lethal to sperm, but the only type which can be recommended for reasonably safe use without some other agent such as a condom, is the aerosol, "Delfen Foam".

Beware, however, of substances promoting "feminine hygiene"—they may have no contraceptive effect.

Roman roulette

Also known as the Rhythm Method. It is based on the facts that women ovulate around the fourteenth day of the menstrual cycle, that ova live only 24 hours after ovulation, and that sperm can live inside a woman only 48 hours at most. If women had perfectly regular cycles and ovulated each month on exactly the same day, it might be a good method of contraception. However, because of possible variations in the cycle, there is a period of about a week when intercourse is highly inadvisable. Worse, this occurs at a time when many women have a peak of sexual desire. Many couples who, for religious reasons, have used this method feel that it is the most unnatural of all. The only people who have any excuse for regularly using this rather unreliable method are devout married Catholics. This might be a good place for a Cautionary Tale, concerning a Catholic girl who was sleeping with a friend of mine. For religious reasons, she would not allow the use of any mechanical contraceptives. Predictably, she eventually became pregnant. Rather than have the baby, she then went through the indignity of having an abortion. Her morality seems to have been a little mixed up—if you're com-

mitting mortal sin by sleeping with someone, it seems a little silly to worry about papal rulings.



Numerous tables, charts, anal temperature lists, and other forms of higher mathematics are available to enable couples to determine which days are "safe", but the failure rate is still about 40%.

Withdrawal or coitus interruptus

No mechanical methods are used at all. Shortly before he ejaculates, the male withdraws his penis, and so prevents sperm from entering the vagina. To put it mildly, this does not increase enjoyment. Frequently, the temptation to leave it there and enjoy complete orgasm is too great. Also a number of men have some emission before orgasm, thus defeating the whole purpose of the exercise. Not really recommended.

Useless methods

Douches are unreliable. Various liquids have been used, ranging from proper spermicidal chemicals, through plain water and soap, to Coca-Cola. To be effective, a spermicidal chemical should be used, and the douche should be applied immediately intercourse is complete. It does not do much to increase the romanticism of the evening if the girl has to get up and belt into the bathroom as soon as it's over. A douche when you get home from Mount Coot-tha is quite useless, as by this time the sperm are well up into the fallopian tubes.

Making love standing up has no effect on the pregnancy rate, and is uncomfortable.

Makeshift condoms or diaphragms made from items such as Glad-Wrap, foam rubber, sponges, etc., are highly unreliable.

Abortion

If you use your common sense and contraception, you will never need an abortion. They are illegal, messy, painful, traumatic and expensive.

It is now virtually impossible to have an abortion performed by a doctor either in Brisbane or interstate. Backyard abortions are dangerous and frequently result in hospital admission to clear up the mess and save life.

GENERAL ADVICE

Girls find it difficult to separate sex and love, boys don't. When the relationship breaks up (and the chances are it will if you are under nineteen years old) the female partner frequently ends up an emotional wreck, sometimes needs psychiatric help, and often has difficulty forming a satisfactory permanent relationship with another partner. The above is even more correct for females following abortion; some psychiatrists (Sim 1960) say that the hazards to mental health following abortion are so great that it can never be justified on psychiatric grounds; however most psychiatrists agree that abortion is advisable in some cases.

Further information

DON'T rely on Refec. gossip—some of it is amazingly ill-informed. DO go and see your doctor. If you don't know a doctor in Brisbane, or are embarrassed to see Dr. O'Reilly who has known you since a little girl, see the University Health Service, which is prepared to give advice.

ARTICLE AND LAYOUT BY NICK BOOTH
ACKNOWLEDGEMENTS TO ORTHO
PHARMACEUTICAL CORP., SYNTAX
PHARMACEUTICALS LTD, & HONI SOIT.

education in north vietnam

BY Dave Mackenzie (one of the group of three Sydney students to visit North Vietnam at the invitation of Hanoi early this year).

In north Vietnam there are 16 million students in schools: exaggerated or simply untrue you might say—but then a literary flourish is not a statement of fact nor meant to be, it seeks to express an impression or create one. And education does seem to touch everyone in some way.

Probably no better single example of the revolutionary transformation could be found than education. A before the revolution and after the revolution comparison is striking and no critic concerned for his reputation would be prepared to state that 'things were really better than before 1945'.

Colonial education aimed to produce public servants for the colonialist machine. Textbooks dealt only with the good deeds of french civilization and the benefits it accorded to vietnam. The textbooks taught that the vietnamese were sisters of the french and that the vietnamese had two fatherlands, France and Vietnam. The social order was presented to the students as a condition of stasis. Just as children obey their parents, the people were to obey the hierarchy of the french. Not only were the schools wedded to the needs of the government but the students were drawn from wealthy classes. Briefly this was the picture of education under the french presented by the minister for education.

In colonial Vietnam two education systems existed, for different purposes and different people. There were schools for children of wealthy french residents and lycées for wealthy vietnamese. Both concentrated on providing a western education. The local system was divided into three stages. The first or primary level produced teachers, company secretaries and clerks. Completion of the secondary stage was rewarded with employment in higher administrative jobs while the few who completed the tertiary level could occupy the pinnacle of the administrative elite. The minister described the entire system as exclusive and little better than brainwashing. The work load was very demanding and in the main irrelevant to vietnam. Students reaching the tertiary level could go no further and were shuffled into government jobs.

Half the university students studied law—the future administrators of colonial vietnam. The rest studied mainly medicine and pharmacy, finding employ in the cities after graduation. An insignificant number became engineers or technicians. Technical know-how came a la France. In every way typical of colonial regimes the country was developed in accord with a policy of exploitation. The textbooks at fisher library record that the level of literacy actually fell during the tenure of french colonialism. The french decimated the mandarin system of education but failed to provide an adequate substitute. What was the purpose? Perhaps the minister expected us to show surprise at his revelations but our reading had given us a good appreciation of the situation under the french; we wanted insights into vietnam 1970.

In the brief interview which followed we asked him about education in North Vietnam under socialism, and during a war.

1. How do you see education in the context of a socialist society?

Education must not only equip a student with technical skills but develop him as a human being. A student must have a just conception of his relationships with other men. This is the essence of citizenship in our society. But he must be determined and steadfast in the face of the enemies of Vietnam. This is what it means to be revolutionary in Vietnam.

He should love the fatherland, be ready to fight for it, ready to bear sacrifices.

He must love and help others, his family and comrades, for this is the most basic expression of humanism.

He should believe in socialism for it is a society conceived with out exploitation of man by man. But a socialist society depends on the spirit of its people. It is conditional on the understanding and support of its people. I can say that the people understand what they are fighting for, and thus our resistance has been unswerving. In the factories they understand why they work. In general the people understand that life has a meaning and a direction. This is perhaps the most fundamental difference between the two regimes in Vietnam.

What percentage of students pass through each stage of education?

We have 4,000,000 students in general education and a further 6,000,000 in the complementary classes, which cover many subjects and are run on a part time basis. 75-80% of our students enter the secondary level for 3 years or more. Third level or higher secondary level accounts for 25-30% and many of these students will go onto vocational and professional schools for workers. After the baccalaureate or high school diploma as you call it one out of three enter university, the others find employ in cooperatives and factories. You must realise that we encountered many difficulties because of the bombing and we do not have the most modern equipment. When the war is over we will develop much faster.

This is not the first time the vietnamese have seemed apologetic to us. Perhaps they assume that we are forever making comparisons between the facilities in the west and the humble efforts of little vietnam. Perhaps his response reveals that he does. In such a comparison Vietnam is not automatically the lesser. The total proportion of people engaged in some form of study must be very large. Students understand that their study is purposeful, to develop the individual and to facilitate a social contribution.

As Comrade Hien, secretary of the students union told us, 'to study well is to fight US aggression. He then went on to speak of the importance for the vietnamese to understand the world around them. Next question!

2. Do Uni students have an opportunity to work on factories and collectives?

Yes, at present two thousand are working on the Red River Dykes and the youth union actively organises voluntary youth brigades.

3. Is this work experience considered part of their course?

No, its not a formal requirement but students are expected to participate in works, except those with injured hands—we are after all at war.

4. Are students encouraged to engage in calisthenics or exercise each day?

Yes, but this activity is mostly extra curricular, popular but not compulsory.

5. Do students and teachers have an opportunity to discuss curricular matters?

Yes, but on an informal level. The students and their teachers are very close in age. The average age for teachers in North Vietnam is only thirty years and in the many schools which have been decentralised teachers and students live, work and study together. Our schools are not harshly authoritarian as they were under the french. Now young vietnamese teach still younger vietnamese within the common purpose of our national struggle.

6. Is there a committee of people running the school and if so are there any students on this committee?

In addition to the headmaster and a number of vice-masters there are a number of councils. There is a scientific council of professors and technicians, who concern themselves with devising equipment and keeping up to date on new methods, and a school council which has an advisory function. On the school council the students have representation and so to some degree everyone can participate in solving the problems of the school. There is also a disciplinary council which serves to enforce discipline in the school and students have representation on this body also. If for example the management board names a student for not respecting the discipline of the school, it is possible that the discipline council may disagree by a majority decision. The case is then re-examined.

7. What forms of discipline may be launched against an offending student?

The common form of discipline is classroom criticism by fellow students and the teacher. The student may be suspended for one year to a construction site or for a very serious offence he may be expelled. But I must add that hard discipline is seldom necessary and truancy is not a problem for us. Students are not separated from their schools. The profit of their school is profit for them also. I can say our teachers and students have a common cause, but of course there is much ferment and discussion in our schools, for this is the way of education.

When I explained to the minister that my inordinate interest in disciplinary measures was partly due to disciplinary problems which arose out of the May 1st incidents at Sydney University, we all laughed. He quipped that such an incident could hardly be the case in north vietnam. For one, Hanoi university has no regiment, but a people's militia which mobilizes all the students. Steps have to be taken to deter students from joining the army before the completion of their studies.

The Hanoi Polytech.

The vietnamese view the Polytech with mixed sentiments. Built by the Russians in 1956 its modern high-rise buildings represented a great step forward, but in 1965 US bombs forced the students to decentralise. Ironically perhaps education under privation improved rather than what might be expected from the oft quoted axiom 'better schools for a better education'.

In the decentralised schools a common spirit expressed through intimate participation showed to the north vietnamese their capabilities, even when stripped naked of 'essential' technology.

At the time of our visit many students were still located in the decentralised areas. North Vietnam not withstanding, it could have been second year science at Sydney University. Students standing idly by their experimental apparatus; iodine titrations and pH determinations. Second year chemistry students the world over know it well, in Moscow, Washington or even Sydney.

The Polytech contains eight faculties; mechanical engineering, machine maintenance, metallurgy, chemical technology, Electrical engineering, electronics, maths and physics, and engineering economics.

Students who successfully complete 10yrs of primary and secondary education may enter the polytech. The first two years of the five year courses are given to basic science and technology, the latter three for specialist courses. The compulsory foreign language is Russian for this gives the student the option of continuing his education in the soviet Union, after completing three years in Vietnam. The teaching language is vietnamese but students are encouraged to acquire a second language, to keep up with the current literature.

The library would do justice to a number of places down under, if it weren't for the one disadvantage that 90% of the literature comes from soviet bloc countries. However, stocked with 500,000 books and papers it is a formidable asset. The collection of western literature is embryonic but the librarian revealed plans to expand in the future.

'We would very much like to receive the full complement of western scientific literature, but at the moment it is so difficult. We particularly need scientific reviews, the latest technological books and the study programmes of the various universities of the world.'

His voice trailed off as he told us how important it was to keep up to world standards.

The vietnamese attitude towards america is ambiguous. America is an aggressor, a cruel cyclops rampaging over Vietnam. She confronts Vietnam with titanic power and brings tragedy to every home. Yet the vietnamese can speak of americans in America as distinct from GI's in Vietnam. American technology and scientific know-how is admired, for the same is the key to the new Vietnam. A peasant girl can congratulate the US landing on the moon as a symbolic achievement for all mankind. Mr. Hoang Tung a leading journalist speaks of America's tradition of Freedom, which can hold possible creative political acts such as the sit-ins and mass anti-war demonstrations, even if 'we know there are great difficulties'.

It is with this same sense of ambiguity that the librarian at the Polytech toyed with the idea of obtaining american scientific journals. I fell silent, confronted in my own mind by the ideological clichés of my world. 'Science is value neutral' or 'learning and knowledge can transcend all boundaries'. 'Education is the key to civilized man' but I wondered what sort of education and what sort of man.

In fifteen years we have had over 9000 graduates and even during the hardships imposed by the bombing we continued to advance. What Johnson said will not come true. We will not be pushed back into the stone age.

The forestry school in Quang-Ninh Province.

We visited the forestry school on our way to Ha Long Bay and Hai Phong. In many ways typical of decentralised schools the forestry school has been accorded the dubious distinction of being located permanently out in the styx. The students formerly of Hanoi have mixed feelings about the whole thing. Actually the decision is probably based on sound practical reasons. Where better to teach forestry than out near the forests.

The school is banded into a number of local village communities. This way it was safer for the students, and by living and working in the villages the students can produce their subsistence. A general consequence of this system has been a rich contribution of urban values to village life. A fitting sequel to the literacy campaigns of earlier years.

In all, the dispersed communities consist of 3000 persons of which 300 are forestry students.

The students study biochemistry, soil analysis and plant anatomy among others and the level of education given is to the standard of a technical college diploma. Placed as it is at the foot of the mountains the courses can incorporate practical work closely with the academic studies.

The school can also relate how it was attacked a number of times by US planes. The students showed us the place where they had set up anti-aircraft defences, two 50mm machine guns and a large anti-aircraft cannon. One of the other hamlets a few miles away can even claim a kill, one US plane destroyed and its pilot captured. Remarkable intellectual gymnastics would be required to explain to these people why their remote villages were bombed. Where the nearby military targets were? And why if the planes were bombing military targets did they drop anti-personnel bombs? Small wonder they think they were bombed deliberately.

Our visit was a major occasion for as comrade Vy explained the people in the decentralised areas cannot often meet foreign friends from Hanoi. But when communications improve the country people will not feel so isolated.

It is easy to hate an enemy who is faceless, dehumanised by the label 'communist'; as if this word explains all one needs to know, when in fact it explains almost nothing about Vietnam. People in Australia are driven to ignore that the vietnamese might be struggling for a better life. Their belief in education is a barometer of these hopes, each school a monument of achievement. Even now in our University Unions students can be heard articulating the ways and wants of the ignorant peasants of Vietnam. If all they care about is bread to eat and rustic peace and quiet, doesn't that give us an open slather to perform whatever political machinations we like in Vietnam? If that was the case maybe we could.

These people certainly aren't talking about North Vietnam or referring to the north vietnamese people. Its doubtful if this dilapidated model applies to South Vietnam either. Only when Americans and Australians understand what really motivates the Vietnamese, their hopes and fears and ultimate aims, will our political policies be realistic as well as moral. Maybe then Australians will be able to laugh at their sino-phobia as much as the Vietnamese can.

In my own mind I cannot compare the collective hopes and wants of Australia and Vietnam for fear of the conclusion. The vietnamese in no real way hate Americans or Australians but I wonder if the reverse is true.

Education in North Vietnam is a mirror of social optimism, in NSW, Australia we have Mr. Cutler; in Qld., Australia we have Mr. Fletcher.

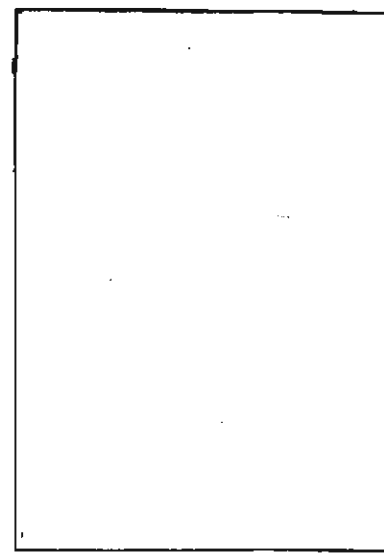


semper floreat, friday july 3rd, 1970

this is WUS week



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Helen Nearhos
19 Years
Pharmacy



MISS EMMANUEL
Prue Firth

MISS UNI 1970



MISS WOMENS COLLEGE
Lynn Nowell



MISS DUCHESNE-KINGS
Lori Quinlan
20 Years
Arts



MISS SOCIAL STUDIES
Eileen Hildebrand
19 years
Social Studies III



MISS SPEECH THERAPY
Wendy McCallum
17 Years
Speech Therapy



MISS OCCUPATIONAL THERAPY/
ITALIAN SOCIETY
Susan Mainwaring
19 Years
Occupational Therapy II



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Donna O'Reilly
18 years
Art I



MISS ENGINEERING
Jane McGrath
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Engineering



MISS GRACE COLLEGE
Greer Cavallaro
18 Years
Arts



MISS O.S.S.
Pauline Tay
20 Years
Arts



MISS SPORTS UNION
Jocelyn Murdock
18 Years
Institute of Modern Languages



MISS LAW
Gayle Lawrie
20 Years
Arts/Law



MISS PHYSIOTHERAPY
Debbie Newell
18 Years
Physiotherapy 2

PROGRAMME WUS WEEK 4th - 11th JULY

SATURDAY JULY 4th

WUS DANCE
REFECTORY
LICENSED \$1.00

MONDAY JULY 6th

ROAD TOLL
BY MISS UNIVERSITY QUEST ENTRANTS
OFFICIAL OPENING OF WUS WEEK
BY MR. GALLAGHER
THE PERUVIAN AMBASSADOR TO AUSTRALIA
1-10 p.m. ABLE SMITH LECTURE THEATRE
WUS FASHION PARADE
12-30 to 2 p.m. RELAXATION BLOCK
FASHIONS BY ELIZABETH VEE
COMPARE BERNARD KING
UNION DEBATE IN REFECTORY
6-30 to 8 p.m.

TUESDAY JULY 7th

'Honi Soit qui Mal y Pense'
(Evil be to he who evil thinks)
Students v THE REST
Clair Addison Kathy Maher
Peter Clarke Mac Hamilton
Ken McDonald Peter Lazar
Alf Nucifora Cyril Pearl

WEDNESDAY JULY 8th

Exit by coin
WUS BEERO AFTER THE DEBATE
8 p.m. to midnight
AXON ROOM 40 Gals XXXX

FRIDAY JULY 10th

attempt to break the world
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- ★ CHOICE LAMB GRILLERS 49c lb. or 3 lb. \$1.44
- ★ BEEF SAUSAGES 30c lb. or 3 lb. for 75c
- ★ T-BONE STEAK 75c lb. or 3 lb. for \$1.99
- ★ TASTY BEEF RISSOLES 19c lb.

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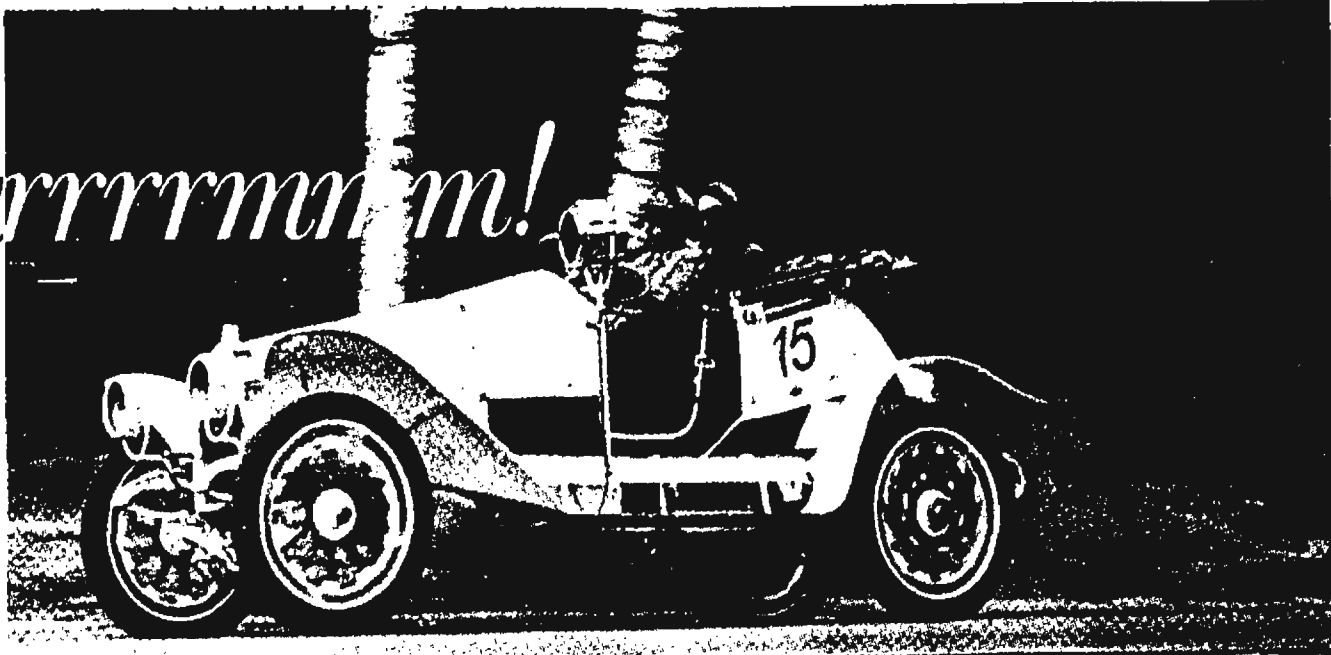
packs a full scrum!

(COBBER)



A.C.I. on Campus
Monday, July 13th,
Tuesday, July 14th.

brrchuchubrrchurrrrrmm!



ADVICE FROM THE RACQ

What to watch for in buying a used car

A lot of us, at some time or another, will want to buy a used car and we all know that there are many traps to be avoided. Make no mistake about it. You can buy a used car in very good condition, a car that will give you years of good service. But it is essential that you know how to go about it. The RACQ has had a great deal of experience in advising its members when they are thinking of buying a used car. In fact, the RACQ advises over 500 of its members, every month, on the used car buying problems. Particularly for the young motorist, perhaps buying a used car for the first time, the pitfalls are many. All too frequently we hear of the young motorist who buys a car, signs up for a hire purchase agreement and everything else, and then finds that he has bought a bomb because he didn't have the car thoroughly inspected before purchase. Of course it is too late then. He has bought a bomb and he is usually stuck with it. The used car salesman depends for his livelihood on sales. If he can convince a prospect that a car is in top condition and there is no need for any independent inspection, then he has a better chance of selling the car. But it is just not worth the risk to buy a used car without first having it inspected by an independent expert such as the RACQ engineers.

BUYER BEWARE

Remember—it is the old story of buyer beware. In the event of a dispute over any alleged misrepresentation the onus can always be transferred to the buyer. It is the buyer's responsibility to satisfy himself that the car is in a condition suitable to him at an agreed price. The lesson here is that the buyer is committing himself to pay cash for the car or to enter into a hire purchase contract to pay off the car and so the buyer has the right to be advised, independently, of the condition of the proposed investment. So if you land yourself with a bomb by failing to have the car thoroughly inspected before you buy it, you have only yourself to blame.

FINANCE AND INSURANCE

Do not let yourself be pressured into any particular finance or insurance arrangements by the car salesman. Because here too, the buyer has the right of complete freedom of choice. You may arrange your own finance through Bank Overdraft, or you may make a choice between hire purchase or a personal loan. Most RACQ members prefer to use the personal loan finance which they can obtain through the RACQ Finance Service. There are two main advantages of this. Firstly you have cash in your hand and so you can shop around for a car with all the authority of a cash buyer. The second advantage is that you can avoid the higher insurance premiums which you have to pay if you are buying on hire purchase. As well as the straight out purchase price, there are other hidden costs for which you should make allowance, for example stamp duty on the purchase price of the vehicle. Then there is the cost of Comprehensive Insurance and there can be a lot of variation here. If you are keen on a shiny sports model, do not forget that over two or three years it is going to cost you a lot more in insurance than would a standard type of vehicle. So work out what your insurance is really going to cost you and take this into consideration when you are considering re-payments that you will have to make on the vehicle. Do not forget your freedom of choice. You do not have to insure through the Insurance Company recommended by the used car salesman. You have the right to insure with any Insurance Company you choose.

DEALERS AND PRIVATE SALES

You might be wondering whether to buy privately or whether to buy from a dealer. Perhaps you feel that the private buy is the best proposition—and you could be right. There are many private sellers who have looked after their

cars and these cars can be good buying. But when you look through the used car columns in the paper it's very hard to be sure that the advertiser really is a private seller. Very frequently the telephone number given in an advertisement is the private number of a used car dealer, a used car salesman, or someone who deals in used cars as a side line. RACQ experience is that you have a far greater chance of finding a good quality used car from a reputable used car dealer. The well established firms are honest and reputable—and at the dealers you will have a much greater selection of cars from which to choose. There is another very important advantage too because at the dealers there is little possibility of buying an encumbered vehicle. Reputable dealers do make sure that the titles of their cars are completely free before they put the cars up for sale. But no matter whether you buy from a used car dealer, or buy privately, always insist on seeing the registration certificate before you commit yourself. If the seller cannot produce the current registration certificate—BEWARE! If the seller cannot show you a current registration certificate then he cannot prove to you that the vehicle has a clear title, or that he has the right to sell the car to you. When checking the registration certificate make sure that the details on this certificate tally with the car that you are looking at. Particularly check the name, the registration number and the engine number and if there are any discrepancies, be very cautious.

and dirty paint finish, rust holes etc., the chances are that the car's mechanical side has been neglected too.

If a car has been newly painted look for signs of refinishing. You will see this in the form of surface irregularities and it could be the result of a major smash repair.

If the doors, engine hood and boot lid do not fit properly, or do not close properly, it is probably because of faults that should have been repaired.

Take a look inside the boot. If it is dirty with the mat torn or missing, it shows signs of careless use by the previous owner.

The inside of the car tells a story too. Dirty, torn and worn trims and upholstery indicate neglect—and if the previous owner neglected the inside of the car he probably neglected the mechanical side too.

You may think that some of these things are only minor considerations. But they are not. They are very important to the potential buyer.

MECHANICAL DEFECTS

When you find a used car that you think you might like to buy, sit in the driver's seat, make sure that the front wheels are pointing straight ahead and move the steering wheel from left to right, watching for any evidence of excessive free movement. By turning the steering wheel firmly from left to right any abnormal wear will be heard as a knocking sound and will be felt as a sloppy

the car in a reasonably straight line. If the car has a manual transmission, drive it through all the gears. Any audible knocks might be traced to broken or chipped gear teeth. A whine or a howl could mean worn gear box bearings or perhaps trouble with the differential. Choose a rough road surface and while driving at reasonable speeds listen for any loud thumps that resound when you go over rough spots. These could indicate wear in the suspension.

RACQ INSPECTION

The diagnosis of all these pointers should be left to a skilled engineer. But make a note of anything you find and you can tell the engineer about it before he starts inspecting the car for you. Remember that if you fail to have a car inspected before you buy it you will not know what sort of value you are getting, you will not know what repairs might be needed and so if you buy a bomb—it is your own fault. If you get the RACQ to inspect the car for you they will give you a full written report which will tell you, factually, what sort of condition the car is in. After you have bought a used car there is one more thing that you should think about. If you get a written warranty, on the car—why not exercise it? You can do this by having the car checked again by the RACQ before the warranty expires. Then if any faults have developed after you have been driving the car for a while you will know what they are and you will have a good chance of having them repaired while the car is still under warranty. Recently the RACQ engineers checked virtually a new car. It had not even done 2,000 miles. But they found that a tie-rod end was loose. Because of this looseness it had become worn and had to be replaced. It was a dangerous fault. In another case—and another almost new vehicle—petrol was leaking into the boot from the filler hose—again a dangerous fault. In another case the manifold rear retaining bolts were missing. In each of these cases the vehicle concerned was still under warranty and the owners were able to have the repairs carried out, free of charge, under the warranty.

SUMMARY

The advice of the RACQ on good used car buying is:

Take your time.

Don't buy in a hurry.

Don't be pressured by the salesman.

Make sure that the car you buy is the right one for the sort of use you want to put it to. When you do find the car which you think is the right car for you, and represents fair value for money, have it inspected by the RACQ to make sure that you are not buying a bomb and that you are making a sensible investment.

"if you buy the rust, i'll toss in the car!"

WARRANTIES

When you buy from a reputable dealer you usually have the satisfaction of some form of warranty. Warranties can be questioned and the only genuine ones are those that come from a reputable firm and are handed to you in writing. Word of mouth guarantees just aren't worth the breath they are said with when they are contested. The answer, or course, is take care. You will never buy a good quality used car in a bargain basement. So be sure of what you are buying before committing yourself by signing any form of sale document.

LOOKING AT A USED CAR

You cannot thoroughly check the mechanical condition of a used car yourself. It has got to be done by an expert. Even if you have driven cars for years, and you carry out some of your own repairs, you still will not really know what to look for in checking out a used car. Certain vehicles and certain models of vehicles are prone to particular faults—and only the expert knows what these faults are and how and where to look for them. The classic used car story is of the car for sale that was owned by a little old lady who only used it to drive to church on Sundays. Even if such a claim was true, it could still be a trap, because a car can easily deteriorate through lack of use. But here are a few suggestions from the RACQ that you should follow when you are looking around for a used car. Never look at a car at night and buy it. Never buy it in the rain.

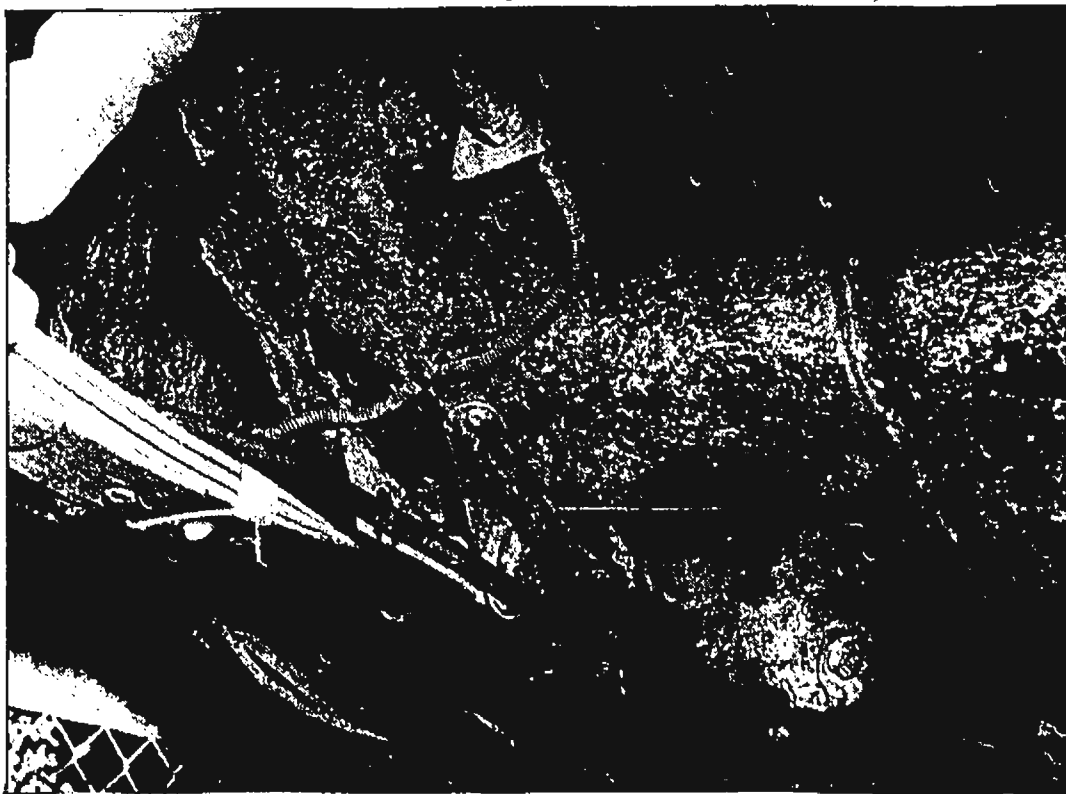
One of the main reasons for this advice is that blemish in the paint work and evidence of body damage are hard to detect at night or in the rain.

Never buy it in a hurry. If the seller is trying to hurry you into a sale, be very cautious. After all, there are plenty more cars available and they're just as good.

Beware of the rough or "as is" vehicle. It might be cheap, but it could well cost you more in repairs than the car is worth.

Move around a car. Generally you can assess a lot about a car from its outward appearance. If it looks neglected, with dints and scratches and dull

movement through the steering wheel. When you start the engine don't be too concerned with whether or not it is running smoothly because possibly a tune-up will remedy any unsteadiness. But listen for noises. A slapping sound from the engine when speed is increased, or when the car is pulling under load, could mean piston slap. A heavier knock, or rumble, might mean crank shaft bearing wear. The brakes should apply evenly and with a firm feel on the brake pedal. This could be deceptive if power brakes are fitted, but the action should always be positive. Any sponginess or negative pedal action could mean brake trouble. The car should steer directionally without any heaviness—without excess movement or tendency to wander. It should not have to need your constant correction of the steering wheel to keep



COURSE CRITIQUES



pol. sci. a reply to a reply

POLITICAL SCIENCE REPLY TO REPLY



by Dan O'Neill

In *Semper Floreat* of 21st April '70, Professor Hughes published some comments on an article of mine in the *Semper Floreat* of 24th March '70. My article was mainly a resume of a speech given by David Easton to the American Political Science Association. I suggested that Easton's remarks cut pretty deep into a lot of the present assumptions of political science both in America and here and asked for some comment from social scientists in this university, including Professor Hughes.

Having seen his reply, it is hard to take it seriously.

1. What he seems to have done, whether consciously or not, is to fulfill the following schema:—
 - a) Ignore the substance of the case.
 - b) Construct, with elaborate politeness, a straw man.
 - c) Set, running to this, a train of gunpowder-smart aphorisms, witty puns, clichés etc.
 - d) Apply a scarcely noticeable spark of irony.
 - e) Wait for total collapse of opponent, smiling wryly.
2. I am still left without any knowledge of what position the Professor holds about the matters Easton raises. Those matters are, of course, the guts of the issue, not the Professor's rather subtle evasions of most of the points I suggested about Australian political science.
3. Those points, to which he has not addressed himself, are, numerically, more than i) that the Australian social sciences, especially political science are "in the grip of behavioural methodology."

They are also, if a survey list will help him to direct his objective attention, that

 - ii the social sciences in Australia are supposedly "value-free."
 - iii they are supposedly "morally neutral."
 - iv they are supposedly "objective."
 - v they are supposedly "descriptive."
4. I am still waiting for his comments on those points. And I am not satisfied with his attempt at disproving the point about behavioural methodology, for it amounts to little more than showing that we do not yet have it in its most developed, explicit, scientifically self-conscious and "numerate" form. I didn't need to be told that, I already know that. But what I would like to be told is whether the Professor does or does not think the pre-suppositions of much work in Australian political science are implicitly, unsophisticatedly and even sometimes confusedly and stupidly behavioural, both as to substantive and methodological assumptions. Though there isn't space to go into it here I'd submit that his own reply, with its incredibly naive set of distinctions (e.g. evolution/revolution; enrages/numerates; February-March/October-November (a joke?); knowledge/ action; means/ends; regime/social output (people = sausages model?); Hughes and co./"New Left" (me?) etc.) is one that slides along that spectrum. Not very well.

Space or time permitting, I'd like to take all that up, in either written or spoken form, with the Professor, at greater length. But to sum up briefly here, if all he's telling me is that Australian political scientists by and large aren't as clever or self-aware as their American counterparts, then he's making a point I agree with, and one that partly explains why Australian political science is derivative. I am still left without an answer to the question whether the Professor agrees that it is. The nearest he gets to answering that question is his

carefully phrased demur: "I am not at all certain about the validity of applying Easton's remarks in blanket fashion to the Australian scene." He doesn't say I am doing that. He merely leaves it to be inferred. I am not doing it.

5. The two points at which the Professor imagines himself to part company with me are on the "high priori" road, but certainly not on the theoretical-practical road I am travelling:—
 - i "whether the present 'system' is already so far gone that it can never be brought to achieve, or even to pursue sincerely, such meritorious objectives" (e.g. abolition of capital punishment, medicare, abolition of slums, poverty, bad schools)
 - ii "the separation of knowledge and action and of means and ends."

"The System" Already?

What does the Professor mean by "the system"? He seems variously to regard it as (i) something



apart from the persons in sets of reciprocal relationships economic, social, political, conceptual and personal that it must somehow be to give any sense at all to his (ii) metaphorical person (Hobbes's Leviathan?) that can "pursue sincerely" certain goals and (iii) an already complete infrastructure of usable "right channels" that don't really need basic modifying or constant addition and multiplication.

This game of working out what he means by "the system" could go on profitlessly for some time, for it is a protean mystification and the only useful thing it does is substantiate Easton's point: "The heart of behavioural inquiry is abstraction and analysis and this serves to conceal the brute realities of politics."

Crude models like the Professor's give rise to the sort of non-issues and non-questions he imagines himself to be confronting and thus to his second distinction on which he imagines "the New Left" (whoever they turn out to be) to be so naive.

One thing the Professor would know if he'd read much of the recent work of those I suspect he calls "the New Left" is that his conception of revolution is now out of date among many of them for a variety of cogently urged reasons. (I can supply him with a book-list of Australian, American and British material if he's really interested.) Another thing he'd know is that it is exactly around the means/ends, knowledge/action dichotomy or non-dichotomy that the debate rages fiercest and most dangerously for simplifiers of his old pre February/March — may I say intellectual Czarist? — type. A third thing he'd know is that his critique of the unspecified conflation of "New Left" thought he sets up is intellectualist in the very worst sense. Because

the relevant literature makes clear the fact that the options never arise in the calm, ordered way he seems to evoke. Furthermore they have arisen already and the Professor has chosen already a number of times. The choice wasn't between "resort to the revolutionary alternative" and "some form of revolutionary logic" on the one hand, and on the other hand "achieving such objectives" as he states "within the existing order." That conjures up the man in the street, which is a worse abstraction by far than the man in the street. The Professor isn't faced existentially with that sort of big choice, he's faced with a lot of little ones incorporating a lot of specific questions he doesn't often give us his opinion about. In this respect he's like the rest of the Professorial Board and the higher echelons of the academic-administrative caste generally. The revolution, if they want to call it that, is as much about questioning the need for and validity of their role, on political, education, moral and intellectual grounds as it is about "the system." It's also about the effect that their roles, and the logic of their institutional relationships (within the university and as part of the national link-up of "tertiary education") have on their value-orientations; and thus it is also about their often unconscious legitimization of what they or we call — with varying degrees of awareness of the objects and relationships being referred to — "the system."

Autocracy Between Right and Left

Hence when the Professor tries to distinguish himself from various "baddies" by saying "I seek to so arrange the teaching of political science at this university that the widest possible range of approaches etc. etc.", he apparently imagines that the main thing being perceived by his opponents is the thing he himself perceives: "This sort of position is unpopular with both right and left." A scholarly martyr, he. He lives thus in a dream world, where "right" and "left" come out of the old popular marching songs of the thirties, the grand old pre-Nazi slang-ups between the Marxists and the Fascists. What a lot of us notice most about that statement is something quite different. It is his apparent unawareness, so glibly does it fall out, of a particularly serene use of the word "I". Such Olympian individuality in a Professor carries more than a hint of insensibility to the fact that Headships and their attendant compartmentalizing tendencies, restrictions on scholarship and education, and sheerly irrational authority, are under attack. Which brings us back to Easton's greater awareness than the Professor's of how inbuilt a lot of the value-biases are and how deeply "the system" — that metaphysical old devil — has possessed the cognitive citadels of some of our liberal dictators.

But why go on? What the Professor, and the



rest of the Professors ought to do, is address themselves to the serious academic and political questions of which their own status and its indefensible or defensible nature is merely one. Until then we'll have to put up with their boring pretensions to expertise and their indirect of gross practice of autocracy. For by being on the Professorial Board most of them have chosen to take a position in what they then comment on "objectively" as "the revolution" against "the system". It is only their relative lack of intellectual sophistication that saves them from being hypocrites.

Thus, to give the Professor the all but last word, he and his colleagues can do little jobs for the Administration like the following. It, like much of the other "expertise" occasionally offered by liberal academics as part of the service of the internal hierarchy of this institution is only deceptively "descriptive." For both by context, substance, implication and omission (of other reasonable alternatives to present modes of government), this is a piece of good mannered barracking for the status quo:—

- The following was part of the Orientation programme for freshers in 1970, which was obviously slanted to defend the present university set-up as already a fairly democratic one.

For Orientation Group Leaders

UNIVERSITY GOVERNMENT

by Colin Hughes,
Department of Government

University government at St. Lucia, and at all other Australian universities and indeed most universities in the English-speaking world, is a remarkable mixture of autocracy and democracy. On the one hand there is a line of legal authority running from the Queen to the newest lecturer as relentlessly as the biblical begets: the Queen in her Imperial Parliament created the Queensland Parliament; the Queen in her Queensland Parliament created the University of Queensland and its Senate by state statute; University statutes provide for the principal offices of university administration and lay down the broad framework within which university affairs are conducted. Each head of a university department in his letter of appointment which creates the contract under which he is employed is told: "It will be your duty to act as Head of the Department of X and to be responsible for its organisation and management. The appointment will be in accordance with the conditions in the attached statement." The statement adds: "Consistently with the terms of his appointment, the Professor will be subject to the supreme control of the Senate." Each sub-professorial appointee is told in his letter of appointment: "The appointee shall work under the direction of the Head of the Department to which he is appointed. He shall give such instruction, conduct such examinations and perform such administrative tasks, and carry out such other duties as the Head of the Department may determine. He shall carry out such scholarly studies as will enable him to perform efficiently his academic and teaching duties and will be expected to engage in such research as is connected with the due performance of his teaching and other duties."

Yet this legal authority structure for administration is modified in two very substantial ways. Parallel to the various levels of administration are "legislative bodies" — Faculty Boards, the Professorial Board, and ultimately the University Senate — which both "legislate" by passing rules and statutes for the conduct of Faculty or University affairs and "influence" the administrative structure by talking about policy in general terms, and dealing with specific cases which require special consideration because they depart from the normal pattern laid down in rules. Many of the arrangements whereby in the political world legislatures control the executive at their level do not exist, however. Thus university parliaments do not contain a "government party" determining policy, and an "opposition party" trying to turn it out; except for the Senate they do not control finance at their level — the Senate is the sole "legislature" overseeing financial matters; many



pol. sci.

of the devices for checking administrative policy such as question time or adjournment debates exist in a rudimentary form or not at all.

Equally significant in modifying the strict hierarchy described above is the scope for informal modification of formal arrangements. At the departmental level, the head has considerable scope for consulting some or all of the departmental staff on policy matters. In the last year or two some departments have set up machinery for the regular consultation of students in the department, although it is probably too early to say how extensive this development will become. Just because the department is the unit of administration which affects staff and students most often, new students would be well advised

to make contacts with staff members in the departments with which they are concerned to find out just what are departmental procedures for dealing with student matters. There will still be many matters on which the department must refer a problem to some other level of administration e.g. when faculty rules are involved to the Dean or the Faculty Board or its executive committee which acts between the regular board meetings once or twice a term and also takes on much routine business so that the large Board meetings can be devoted to more general policy questions, but the department is the point of student-staff contact most of the time.

At the Faculty Board level, too, changes are under way whereby students and more junior

staff are being brought into the University's legislative bodies. This is a relatively new development, and partly reflects concern with deterioration in student-staff-university relations around the world in the late 1960's. Resistance to incorporating students or student representatives in university policy-making bodies rested on two principal considerations; the degree of expertise students could bring to matters which are sometimes fairly technical or require a long-term perspective of university affairs, and the question of whether a shifting student population of which individual members are at the university for only three or four years is an "interest" or a "constituency" in the same sense that staff who can be here for thirty or forty years can be said to form one. Now that the principle of student participation has been accepted at St. Lucia, the question seems to be how to identify and represent divergent student interests. Within each faculty there may be undergraduate pass students, honours students, postgraduates, day, evening and external students, some with a substantial commitment to the affairs of one department with which they will be doing a half or more of their university work, others with only a transient interest in a department with which they take a single unit. Obviously there will have to be variations between faculties and some experimentation before the best arrangements are devised anywhere.

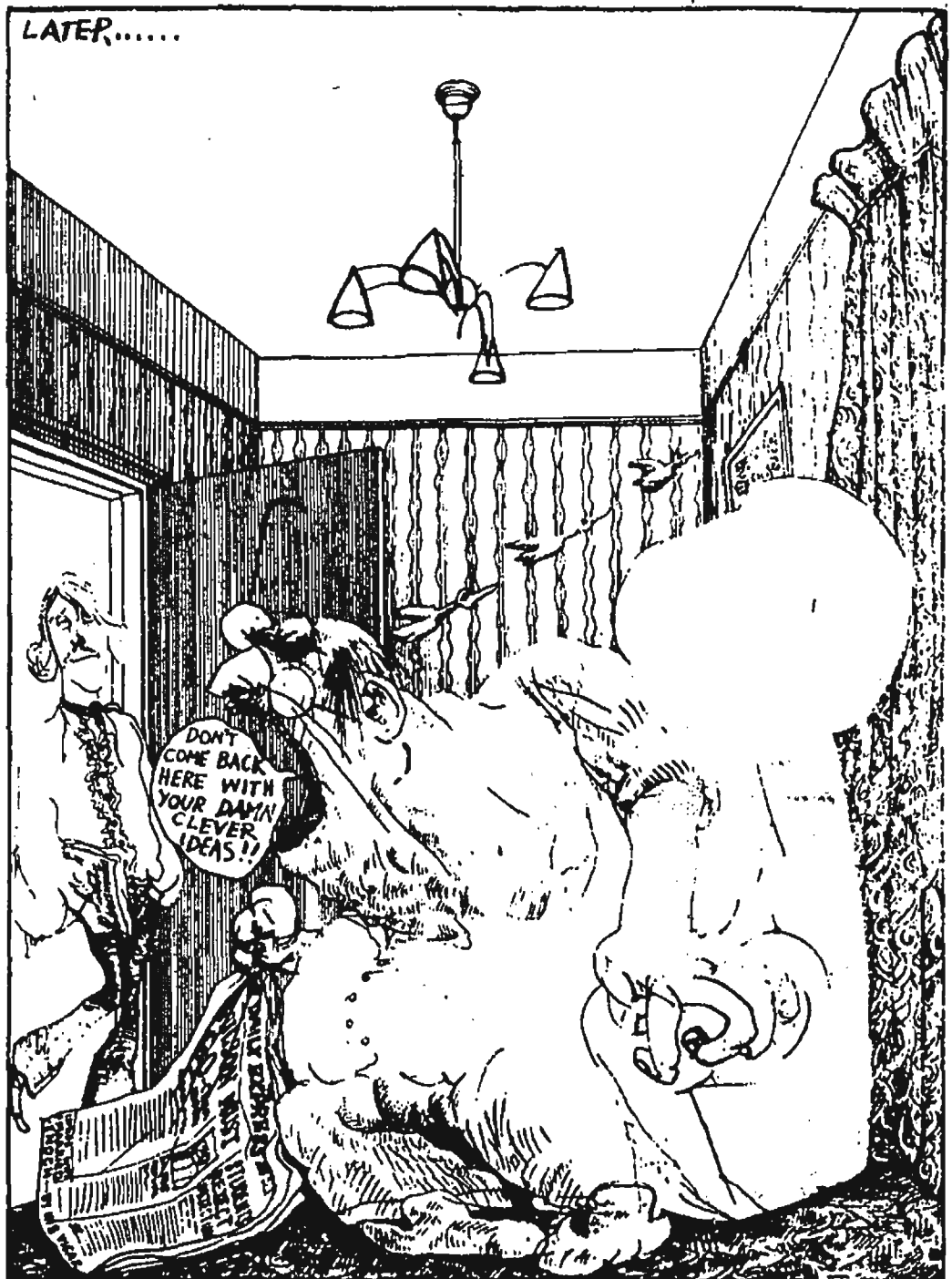
Because the Professorial Board meets regularly, once a month for most months of the year, and thus is in a position to deal relatively quickly with any novel development, and because through its executive committee, the Standing Committee, it deals with staffing matters which are of great importance to departments, its decisions are of great interest. Often these take the form of recommendations to the University Senate, but the Senate has always tended to accept the views of the "academic" bodies which report to it, and within its deliberations it is understood that the views of the Senate members who are university staff members are given great weight.

Beyond the Senate there are still other bodies whose decisions on finance help determine what activities the University can undertake and thus to a degree how it does them. University finance comes partly from student-paid fees, but mainly in grants from the Commonwealth and State governments. The Australian Universities Commission considers submissions from the various universities scattered around Australia, and makes recommendations for a triennium - the current one runs from January 1970 to 31 December 1972 - to the Commonwealth govern-

ment which considers these against the many other conflicting claims on the Commonwealth Treasury. The Commonwealth in turn refers its decision to the State government which has to decide how far it can match the sums being put up by the Commonwealth. Thus all three bodies the A.U.C. and the Commonwealth and State cabinets in a sense, particularly when finance is involved, are part of University government.

Just because so many levels of decision-making exist within, and eventually outside, the University, and because there is a tradition of consultation to ensure that decisions are acceptable to all those affected whenever possible, University administration often seems slow and frustrating to those dealing with it. Yet the alternative is to allow heads of departments, Deans, or the top University officers such as the Vice-Chancellor and the Registrar, to act independently, and this would run counter to what seems to be a widely accepted trend to more participation by the affected parties. Many students will feel that such questions are no concern of theirs: so long as there is someone up front of the class to lecture to them, a reasonable stock of books in the library, and a nationally acceptable piece of paper at the end of their course, how the university is run need not bother them. A few may feel that unless they are directly involved in making every decision any part of the University takes, there is something wrong with the system. Between these two points of view there is, I think, a worthwhile middle position for the student who avails himself of the existing opportunities to be informed about what is going on in the University and about the decisions which are being taken which affect him and are often made in his name, uses all the opportunities to participate in student representative institutions and the new student-staff mixed bodies if only by voting for those who will represent him there, and then goes on to think hard about ways in which the existing system can be modified, improved, and extended so that he and his fellow-students are full and equal members of the university community, and to express his views when they are formulated."

WHY DON'T WE ALL HAVE A DEBATE OR TWO ABOUT THIS SOME TIME, PROFESSOR? AFTER ALL, IT IS RIDDLED WITH QUESTIONABLE ASSUMPTIONS, NOT TO SAY MANIFEST LACK OF VISION.



ALICE'S RESTAURANT

In a recent study of five American directors entitled "The Director's Event", Martin Rubin summarizes the career of Arthur Penn (prior to Alice's Restaurant) thus:

"In the five films he has made thus far, Penn has been striving to create a modern anti-mythology of outcasts, in which he defines the world of his films not so much by its social heroes as by a group of titanic deviants and their disparate hangers-on. If social heroes reflect the dreams of society, Penn seems to imply, the anti-social outcasts reflect its nightmares, laced with destructive fantasies, paranoia, and sexual frustration.

In accordance with this anti-mythic conception, Penn's films and their characters are grounded not so much in a set of abstract criteria as in an intense physicality. Billy The Kid's slow-witted, intuitive, bear-like movements in *The Left-Handed Gun*, Mickey's stumbling, impulsive gestures in *Mickey One*, Calder's weary, almost static posture in *The Chase*, Clyde's limp and smirk in *Bonnie And Clyde*—these concrete details describe the characters much more eloquently than does the dialogue. The physicality both defines and limits the world of the outcasts. Penn's characters act as if they are trapped in the shells of their bodies, much like the worms in a Mexican jumping bean. The struggle to express their aspirations and exaggerations is realized not in transcendent abstractions (as might be the case with a true mythic hero) but in a compressed and distorted release of physical action, which only reminds them of their prison. Frustration is a key factor in Penn's work, and violence is its expression."

A friend recently stated that he thought *Alice's Restaurant* quite the purest expression of Penn's sensibility to date; I cannot but fully concur; even at his most elliptical (*Mickey One*), Penn has chosen to work through a more or less traditional narrative framework with a tight dramatic continuum; four of the five films have tentative links with genre conventions; Penn's personality is imposed upon such material with sheer physical and emotional force. Penn almost literally bludgeons his way into the spectator's consciousness (Robin Wood has described this intensity with random samples from each of the five films; it is a method which is all-pervasive). Penn has therefore created fewer problems for the non-auteur oriented and literary critic, who can trace Penn's themes and preoccupations so much more closely through his work than (say) Don Siegel's or Raoul Walsh's (directors who also use the most directly physical means of expression but whose work is closer to strict genre conventions).

Penn has always looked like moving away from such ties with traditional cinema, and if anything, *Mickey One* was a kind of half-way house. *Alice's Restaurant* is a pure expression of Penn; Penn creating his own forms and therefore blunting some of the force of particular scenes in order that the whole film is an accumulative experience akin to that of any of the other five films. The figure of Arlo is treated sympathetically and deceptively literally (the account follows two years of his life, mainly centring on his involvement with the church

Ray and Alice put together as a kind of "salvation" for a generation of lost souls, like Arlo, who simply wants to 'drop out'; this is offset by the lingering death of his famous father, folksinger Woody Guthrie). The 'literalness' permits a loose, anecdotal chronology of events or accumulation of scenes, interspersing straight dramatic handling of sequences with snatches of pure subjectivity, (in which Arlo is the voice of 'the beautiful people'.)

Alice's Restaurant begins like inverted variations on a Penn theme, with frustration expressed, not in violence, but in fantasy and exaggeration (following literally the tenor of Arlo's song). Yet even these fantasies are given a ritual significance which tie them, by association, to more destructive impulses (they are repressed forms of Penn's other outcasts; made repressed by a more conscious awareness of themselves as drop-outs, outcasts vis-a-vis not an abstract 'society', but contemporary American society). The film's mood darkens with the gradual (and hardly systematic, in any narrative-dramatic sense) shift of emphasis to Ray and Alice as the film's centre of focus. The church and what it represents for Arlo and his friends is counterpointed against Ray's and Alice's coming apart as a relationship; and against a cumulative build-up and final release of sexual violence culminating in Shelly's death and ritual funeral; and finally, against the total confusion and pathos of Ray's 'confession' in his wedding 'speech', and of Alice's consequent reaction in the moving and very stylised final sequence.

Stylistically, *Alice's Restaurant* is more subdued, less blatantly violent than any other Penn film—but its ultimate effect is more disturbing. The freer exposition (untied to considerations of traditional narrative exposition) allows Penn to indulge a greater range of sublimated violence and ritual. This is especially brought out in the sexual tensions that develop among Ray, Alice and Shelly (the very erotic love-play between Alice and Shelly is so erotic because Penn so violently assaults the viewer's sense of touch). Arlo's fantasies and exaggerations recall their more 'open' forms in previous Penn films by very rich associations e.g. the little ceremony with Arlo, the cops, the dust and litter echoes a similar sequence with flour-bags in *The Left-Handed Gun*; and Arlo's hilarious manipulation of a recruitment officer into a murderous war chant treads the fine black line between humour and horror that characterises so much of *Bonnie And Clyde*.

Alice's Restaurant is a rich, beautiful experience of Arthur Penn's world; it deserves a far more comprehensive and systematic analysis than I have space to give it here. The extraordinary range of ritual and violent nuance displayed in the film points the way to a general expansiveness in the vision of Arthur Penn (Shelly's funeral is about as self-consciously stylised as anything in the first five films); it is to be hoped that he continues to find the freedom of form in which to develop his large talent.

NOEL BJORNDAHL



SERGE EISENSTEIN SEASON

JULY 11 - 12 AVALON

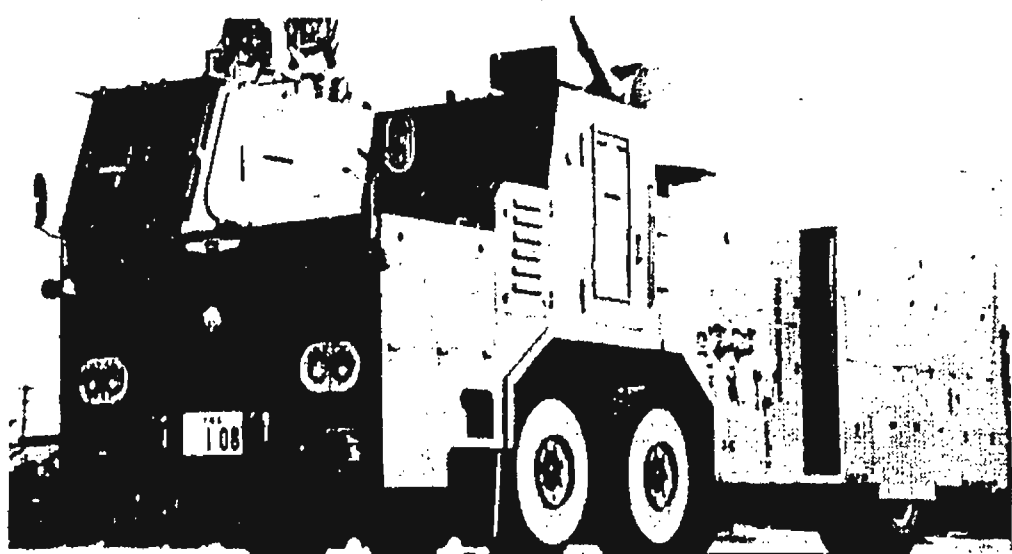
3 SESSIONS

- | | |
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| Session 1 | Eisenstein Short
The General Line
October |
| Session 2 | Strike
Battleship Potemkin
Alexander Nevsky |
| Session 3 | Ivan the Terrible Part 1
Ivan the Terrible Part 2
Brezhin Meadow |

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records



TEN WHEEL DRIVE

TEN WHEEL DRIVE (with GENYA RAVAN): CONSTRUCTION NO. 1. (Polydor ST33/184341)

The return of the big bands, probably heralded first and loudest by Blood, Sweat and Tears, is now the newest phenomenon on the international rock scene. Till only recently in pop music, brass belonged to the domain of "soul music", usually to serve merely a harmonic or rhythmic purpose, or occasionally (in recording sessions, etc.) to add short riffs and breaks much in the manner of the lead guitar or organ in the smaller rock groups. Now, as rock music's recent acknowledgement and re-espousal of its blues roots matures musically into a more sophisticated relationship with modern jazz, a new species of rock group is emerging - bands like Cold Blood, Flock and Chicago in America, the Soft Machine and Colosseum in England, and Heart and Soul and the Nova Express in Australia are all using brass sections primarily in a jazz framework. New York's Ten Wheel Drive are, in my opinion the pick of the bunch.

Nine men and a girl out front - that's the lineup of Ten Wheel Drive, which has the

biggest brass section you ever saw (outside of swing and trad jazz, at least) - five men, with a total of ten brass instruments, plus organist Mike Zager's clarinet and a couple of flutes thrown in. Zager and guitarist Aram Scheffrin do most of the composing and all the arranging, and all the songs on this, their first LP, are written by group members. From the low-down jazz-blues of Candy Man Blues through the hard rock of Polar Bear Rug ("Lay me down and do it again/On your polar bear rug") to the beautifully orchestrated rock of House in Central Park, the music of Ten Wheel Drive is a sophisticated, hardhitting blend of blues and jazz, with the brass section leaning heavily toward the latter. One track, Lapidary, is indicative of the group's painstaking approach to arranging and performing in general - a complex drum track that Gene Krupa might have been proud to own, overlaid with a solid rhythm section and then embellished with a cross-rhythmic and skilfully counterpointed horn arrangement plus Genya's tortuous, reed-like vocals - beautiful.

If you thought BS & T was the end, then take a ride with Ten Wheel Drive - it's worth it.

Richard Overell

SO YOU WANT A BOY?

By Dr. Landrum B. Shettles

1 Intercourse should be timed as close as possible to ovulation - those days in the month when a woman is fertile. Some women can pin-point their ovulation days because they experience a characteristic pain. Others may have to work it out, for example, by making early morning temperature checks. (Send 3s. 6d. for instructions to: The Publications Department, Family Planning Association, 27, Mortimer Street, London, W.1.) Another good method is to use a product called Tes-Tape, a chemically treated strip of paper which changes colour when exposed to secretions from the womb. Comparisons with a colour chart show when a woman is reaching her most fertile period. (For full instructions, write to the Woman's Editor of The People.)

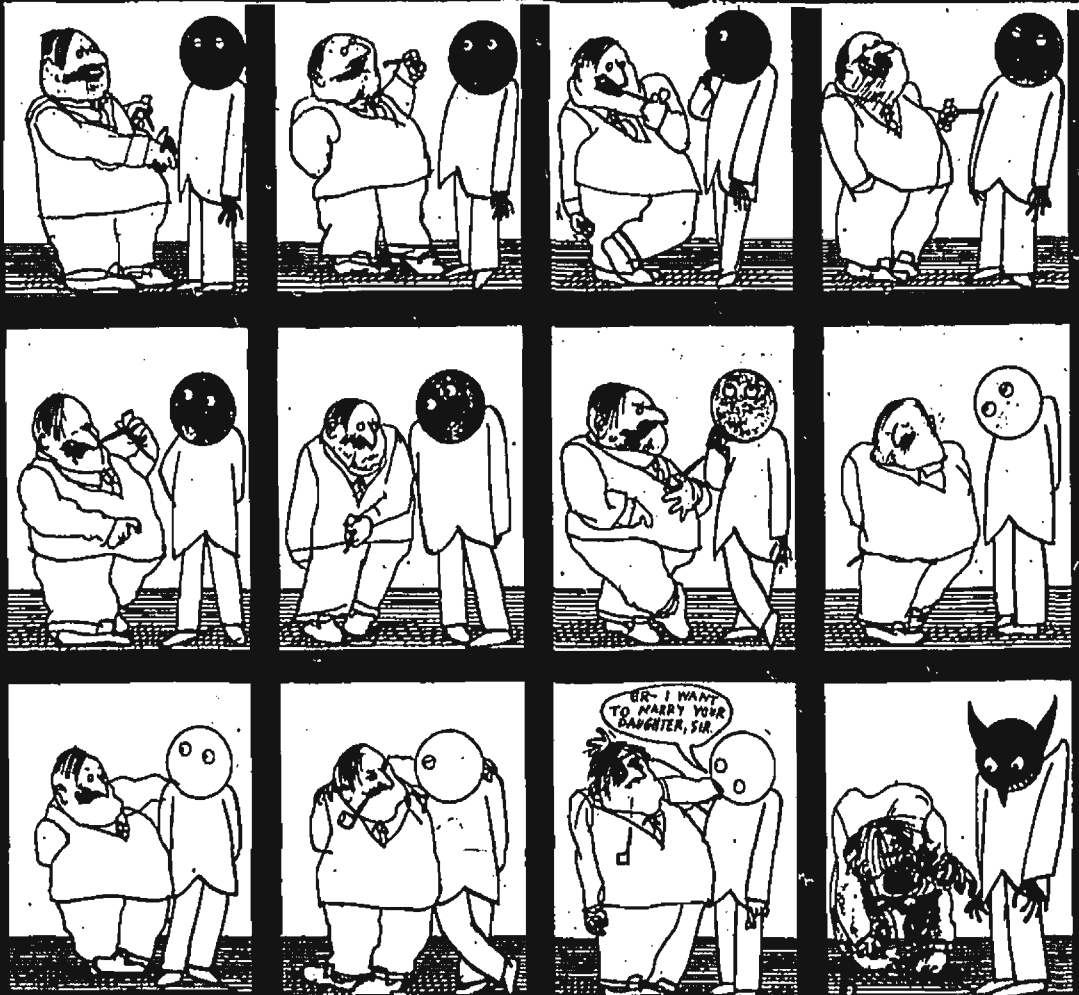
2 Before intercourse, use a douche solution of two table-spoons of bicarbonate of soda to a quart of water. Allow it first to stand for 15 minutes to allow the soda to dissolve. The object of this is to give nature a helping hand. Remember that towards ovulation the more alkaline the womb secretions become, increasing the chances of a woman conceiving a boy. The alkaline douche solution—which is perfectly safe to use—increases the favourable conditions.

3 It is not necessary for the woman to experience an orgasm. But it is desirable because it can help to provide additional alkaline secretions. Many women—some estimates put the figure at 40 per cent.—never experience an orgasm. But their chances of conceiving boys are not diminished to any significant extent. Women who are able to experience an orgasm should, if they are following this procedure, try to make it coincide with that of their husband's or to precede it.

4 The position during intercourse can be a favourable factor. In the case of a couple wanting a boy, penetration should be from the rear, as this helps to deposit the sperm at the entrance to the womb—where the environment is strongly alkaline—and away from the vagina, where there is more acidity.

5 The man should also try to achieve the maximum penetration at the time of orgasm. This, too, will help the sperm towards the alkaline environment at the mouth of the womb.

6 The couple wanting a boy should be prepared for some sexual abstinence. Intercourse should be avoided completely from the beginning of the monthly cycle until the day of ovulation. This is to give the man a chance to "store up" sperm. His sperm count will therefore be higher and this favours the conception of a boy.



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(OPPOSITE)

àrchi revue



A REVIEW OF THE REVUE —
RETROSPECTIVELY LOOKING
BACK.

AWOPBOPALOOBOPALOP
BAM BOOM

Well, a question in a lot of people's minds must have been — can they do it without Willie Young? The answer, as far as I am concerned, is an emphatic and unconditional, 'Yes baby, and wow!'

Awowpol etc. apart from being the best live entertainment in Brisbane proves a lot of things. Not the least of which is that Ralph Tyrrell must be now the most under-rated and least heard musician in Australia, and yet the music never dominates, just as no individual contribution swamps the stage. It is all an almost accidental combination of many skills and talents; and this combination has always been a source of mystery to me.

Ross Gilbert's humour and that of Max Bannah's are as different as any two comic visions can be, in fact they are the very antithesis of each other. But when combined, in the ad-libbing that goes on around 'Ardanth Pleax' the one successfully plays off against the other, and yet nothing is lost from each.

In all there is a very nice streak of sadism in a lot of the comedy that finds a strange and ready response in the audience and reaches something of a climax in the final, wedding skit.

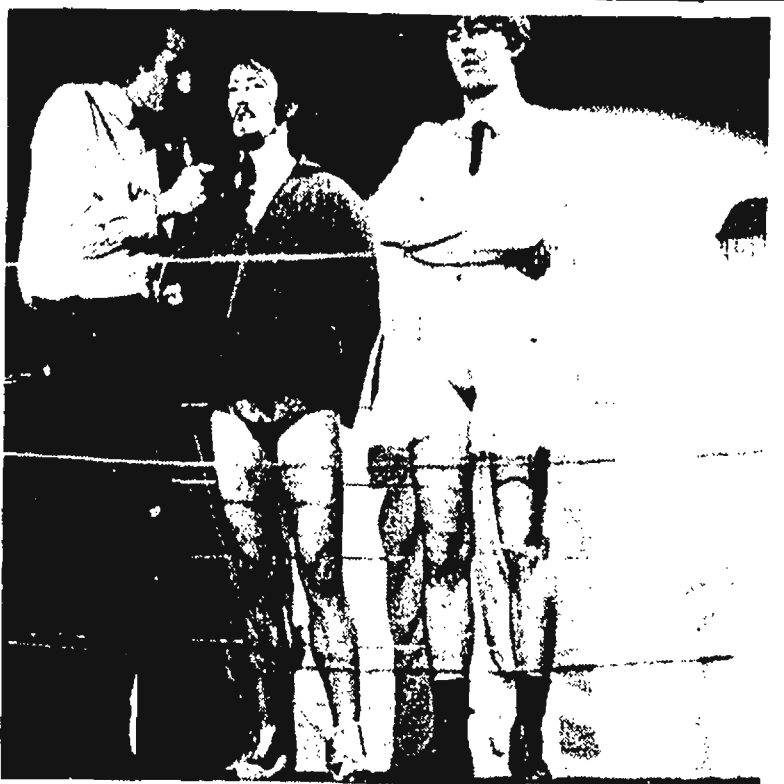
In fact if the message is that 'pop' which Awowpol purports to be all about is married to a kind of sick, but black but funny joke then the 'mass producers' may be onto something very important.

But after all one is not inclined to see or look for unity in a review which by definition is essentially diverse. But common impulses are there: the sadism, for instance which is at times counter-pointed by and at times refracted by Tyrrell's music.

One or two skits add nothing to the above and could easily be left out, unless again, the humour is beyond me — which is possible.

One hopes that the arthi's will, maintain their consistency, and in future with a new theatre and longer runs get the bigger audiences they deserve. Even though the Avalon seems as important to the camaraderie as the people go to make up such.

paul davis



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